



Book of abstracts / Libro de resúmenes

November 10th & 11th, 2022

10 y 11 de noviembre, 2022

Madrid

Universidad Nacional de Educación a Distancia (UNED)



Index / Índice

ORGANIZING COMMITTEE / COMITÉ ORGANIZADOR.....	9
SCIENTIFIC COMMITTEE / COMITÉ CIENTÍFICO	10
PLENARY LECTURES / PONENCIAS PLENARIAS	11
<i>Connecting the cognitive and social aspects of bilingualism</i>	11
Professor Antonella Sorace	11
<i>Demografía de las lenguas: el español en minoría</i>	12
Professor Francisco Moreno Fernández.....	12
BiMo MULTIPLIER EVENT: BILINGUALISM IN MONOLINGUAL CONTEXTS / SEMINARIO BiMo: BILINGÜISMO EN CONTEXTOS MONOLINGÜES.....	13
<i>Bilingual education in Spain: the effects of the bilingual programmes on learning outcomes</i>	13
Xavier Gisbert.....	13
<i>Supporting Teachers in Bilingual Education Programmes: Are we getting it right?..</i>	13
Mark Levy	13
<i>BiMo: Bilingualism in Monolingual Contexts (BiMo): Aims and outcomes of a transnational study in Europe</i>	14
Inmaculada Senra Silva.....	14
<i>BiMo: Learning about bilingual education from teachers and school boards</i>	15
Diego Ardura	15
<i>BiMo: Learning about bilingual education from parents and students</i>	16
Rubén Chacón-Beltrán.....	16
PRESENTATIONS / COMUNICACIONES	17
<i>Family attitudes towards multilingualism in the Bilingual Education Programme ...</i>	17
Andoni Duñabeitia, Jon; González Alonso, Jorge and Levy, Mark	17
<i>Educación bilingüe en contextos escolares. Análisis de los componentes de la metodología AICLE-CLIL</i>	18
Almansa Ibáñez, Soraya	18
<i>Pre-Primary and Primary student teachers' opinions on the bilingual education programme in the region of Madrid</i>	19
Alonso Belmonte, Isabel and Mañoso Pacheco, Lidia	19
<i>«En mi idioma hablan francés»: por una política educativa del reconocimiento lingüístico</i>	19
Andrés Soria, Ignacio	19
<i>Primary school learners' perception of the use of captioned-animated cartoons in the EFL classroom</i>	21
Avello, Daniela and Muñoz, Carmen	21

<i>Italian as a heritage language in Rijeka: A case study</i>	22
Ban, Dario and Pauletig, Tomislav	22
<i>To be, or not to be a bilingual teacher? Content and language teachers' identity</i>	23
Bárcena Toyos, Patricia.....	23
<i>Language student numbers and attitudes towards foreign languages at Post-Secondary education level in Malta</i>	24
Bezzina Busuttil, Anne-Marie	24
<i>What has changed over 18 years? Future teachers' language use and attitudes in the Basque Autonomous Community</i>	26
Bier, Ada and Lasagabaster, David.....	26
<i>Lesson from the "Bringing home Gaelic study"</i>	27
Birnie, Ingeborg.....	27
<i>Léxico bilingüe de profesores de ciencias en formación</i>	28
Bravo Galán, José Luis; Maya Retamar, Guadalupe de la; López-Pérez, Magdalena y Montaña Conchiña, Juan Luis de la	28
<i>How digital technologies support the development of linguistic and cultural identities of Spanish-speaking bilinguals in Scotland</i>	29
Britos, Ángela de.....	29
<i>Los valores del español e inglés en situaciones de bilingüismo: tres ejemplos de Miami</i>	29
Callesano, Salvatore; Carter, Phillip y Lynch, Andrew	29
<i>Análisis de herramientas digitales usadas por el profesorado de Educación bilingüe: presentación del proyecto CLIL-TECH</i>	30
Castillo Rodríguez, Cristina y Santos Díaz, Inmaculada Clotilde.....	30
<i>Different interlocutors, different EFL interactional strategies: A case study of intercultural telecollaborative projects in secondary classrooms</i>	31
Chimeva, Yordanka	31
<i>"For me it was to see the world, but for my parents it was to learn English": Desires, strategies and teenage subjectivities in early educational mobility</i>	32
Codó, Eva	32
<i>Heritage languages in Italy</i>	33
Di Salvo, Margherita.....	33
<i>The effects of regular and enhanced captions on incidental vocabulary acquisition</i> ..	34
Finger-Bou, Rebeca	34
<i>An action research project in a bilingual classroom in Madrid with the Combined Language Approach</i>	35
Francis, Catherine and Carpio de los Pinos, Carmen.....	35
<i>Family language policies of non-native bilingual parents raising bilingual children in monolingual contexts</i>	36
García López, María Elena	36

<i>Language, curriculum and family mobility in a diversifying private eduscape.....</i>	37
Garrido, María Rosa and Codó, Eva	37
<i>Language, mobility and imagined identities: Transnational experiences of Spanish youth in the UK and beyond.....</i>	38
Giampapa, Frances and Kedzierski, Matt.....	38
<i>El componente afectivo y la pedagogía crítica de la lengua: de las emociones a la conciencia lingüística crítica en las clases de español de herencia</i>	39
Gómez García, Eva	39
<i>A comparative study of language complexity and CDFs between students from areas with different socio-economic status and bilingual modalities</i>	40
González Romero, Marta and Llinares García, Ana.....	40
<i>Student perception of CLIL: The case of Andalucía</i>	41
Granados, Adrián	41
<i>The English language - threat or benefit to the state language in post-Soviet Georgia</i>	42
Gvarishvili, Zeinab and Gumbaridze, Zhuzhuna	42
<i>English as a lingua franca: A case study for upper-intermediate language learners.</i>	43
Hernández Martínez, Pilar.....	43
<i>EFL self-concept and self-reported plurilingual repertoire of students in diverse classroom contexts: What these variables might be telling us about EMI.....</i>	44
Ibáñez Miralles de Imperial, Socorro and Trenchs Parera, Mireia	44
<i>Translanguaging for festive culture learning and teaching.....</i>	45
Iurinok, Evgeniia	45
<i>The beliefs, attitudes and knowledge of English teachers about CLIL in Secondary schools in Madrid.....</i>	46
Jaén, Marta.....	46
<i>Language performance in English and German of multilingual German-English children aged 7-10 using LITMUS Sentence Repetition Tasks.....</i>	48
Keeshan, Sheila; Antonijevic-Elliott, Stanislava and Eikerling, Maren.....	48
<i>What request and refusal strategies do EFL students use during technology-mediated communication?.....</i>	49
Kulyagina, Anastasia and Sánchez-Hernández, Ariadna.....	49
<i>La emergencia de una sociodidáctica online de las lenguas minorizadas en contextos romances de diglosia.....</i>	50
Llamedo Pandiella, Gonzalo	50
<i>Spanish as a Foreign Language in care homes: Pre-service teachers' kit for senior learners.....</i>	51
López Medina, Beatriz.....	51

<i>Crianza bilingüe o crianza bilingüe en familias no nativas en el contexto de su lengua principal: hábitos lingüísticos y estrategias.....</i>	<i>52</i>
Lozano-Martínez, Laura.....	52
<i>Service-Learning and parents' beliefs about the importance of EFL in their children's future in Carabanchel (Madrid)</i>	<i>53</i>
Martín González, Daniel.....	53
<i>El aprendizaje del vocabulario en una L3: influencia de la enseñanza bilingüe en la L2</i>	<i>54</i>
Maya Retamar, Guadalupe de la y López-Pérez, Magdalena.....	54
<i>Bilingüismo en la familia de inmigrantes lituanos: ¿un desafío o una estrategia bien elaborada?.....</i>	<i>55</i>
Miliun, Violeta	55
<i>Challenging government's 'low-intensity language policies' on the ground: Family language policies in Castilian-Spanish dominated Galicia</i>	<i>57</i>
Nandi, Anik.....	57
<i>Bilingualism and multilingualism in Ukraine: The rollercoaster of language ideologies from the revolution of dignity to the current war</i>	<i>57</i>
Nedashkivska, Alla	57
<i>Spanish mothers' recreating English immersion environments at home: Imaginaries, strategies, investments, and dilemmas</i>	<i>59</i>
Nieto Moreno de Diezmas, Esther and Fernández Barrera, Alicia.....	59
<i>Students' understanding of internationalisation of higher education: The case of business students</i>	<i>60</i>
Orduna Nocito, Elena.....	60
<i>A revision of (inter)cultural awareness in CLIL teacher Education</i>	<i>61</i>
Otto, Ana and Serrano, Elena	61
<i>Students as bilingual, bicultural experts: Role enactment in an EMI context.....</i>	<i>62</i>
Palfreyman, David.....	62
<i>Pedagogical translanguaging in linguistically diverse classrooms: Not always a silver bullet</i>	<i>63</i>
Paradowski, Michał B.....	63
<i>Communication breakdowns in ELF communication: Insights from a corpus analysis of nonnative-nonnative interactions</i>	<i>64</i>
Paradowski, Michał B. and Pawlas, Elżbieta	64
<i>Investigating the effects of emi on pronunciation performance: Pedagogical implications and future research.....</i>	<i>65</i>
Pietraszek, Mateusz.....	65
<i>Family language policy in Asian-Polish families in Poland</i>	<i>67</i>
Puthran, Natika	67

<i>Introducing students to bilingualism through films: Field terminology</i>	68
Ramírez, Belén.....	68
<i>A family language policy perspective to transcultural experiences among Spanish adolescents: Language ideologies and emotional investments</i>	69
Relaño Pastor, Ana María and Aikin Araluce, Helena	69
<i>Towards optimizing training for bilingual programs: A survey study of CLIL teachers' needs in rural schools in Poland</i>	70
Romanowski, Piotr and Wasikiewicz-Firlej, Emilia.....	70
<i>"Me gustaría aprenderlo en español también" L1 beliefs and practices in EME</i>	71
Soriano Flórez, Irene	71
<i>Lexical specialization and language dominance: Copula and auxiliary verbs in L1 and 2L1 acquisition</i>	72
Stankova Laykova, Radoslava and Fernández Fuertes, Raquel	72
<i>Imagining the bilingual other</i>	73
Tan, Ying-Ying.....	73
<i>Engaging students in content and language integrated assessment</i>	74
Tompkins, Leah and Llinares, Ana	74
<i>Cultura y literatura en el Camino con un juego serio sobre los sonidos del inglés</i>	76
Torrado Cespón, Milagros y Díaz Lage, José María.....	76

Alphabetical index of the authors of the communications / Índice alfabético de los autores de las comunicaciones

Andoni Duñabeitia, Jon; González Alonso, Jorge and Levy, Mark	17
Almansa Ibáñez, Soraya	18
Alonso Belmonte, Isabel and Mañoso Pacheco, Lidia	19
Andrés Soria, Ignacio	19
Avello, Daniela and Muñoz, Carmen	21
Ban, Dario and Pauletig, Tomislav	22
Bárcena Toyos, Patricia.....	23
Bezzina Busuttil, Anne-Marie	24
Bier, Ada and Lasagabaster, David	26
Birnie, Ingeborg.....	27
Bravo Galán, José Luis; Maya Retamar, Guadalupe de la; López-Pérez, Magdalena y Montaña Conchiña, Juan Luis de la	28
Britos, Ángela de.....	29
Callesano, Salvatore; Carter, Phillip y Lynch, Andrew	29
Castillo Rodríguez, Cristina y Santos Díaz, Inmaculada Clotilde.....	30
Chimeva, Yordanka	31
Codó, Eva.....	32
Di Salvo, Margherita.....	33
Finger-Bou, Rebeca	34
Francis, Catherine and Carpio de los Pinos, Carmen.....	35
García López, María Elena	36
Garrido, María Rosa and Codó, Eva	37
Giampapa, Frances and Kedzierski, Matt.....	38
Gómez García, Eva	39
González Romero, Marta and Llinares García, Ana.....	40
Granados, Adrián	41
Gvarishvili, Zeinab and Gumbaridze, Zhuzhuna	42
Hernández Martínez, Pilar	43
Ibáñez Miralles de Imperial, Socorro and Trenchs Parera, Mireia	44
Iurinok, Evgeniia.....	45
Jaén, Marta.....	46
Keeshan, Sheila; Antonijevic-Elliott, Stanislava and Eikerling, Maren	48
Kulyagina, Anastasia and Sánchez-Hernández, Ariadna.....	49
Llamedo Pandiella, Gonzalo	50

López Medina, Beatriz.....	51
Lozano-Martínez, Laura.....	52
Martín González, Daniel.....	53
Maya Retamar, Guadalupe de la y López-Pérez, Magdalena.....	54
Miliun, Violeta	55
Nandi, Anik.....	57
Nedashkivska, Alla	57
Nieto Moreno de Diezmas, Esther and Fernández Barrera, Alicia.....	59
Orduna Nocito, Elena.....	60
Otto, Ana and Serrano, Elena	61
Palfreyman, David	62
Paradowski, Michał B.....	63
Paradowski, Michał B. and Pawlas, Elżbieta	64
Pietraszek, Mateusz.....	65
Puthran, Natika	67
Ramírez, Belén.....	68
Relaño Pastor, Ana María and Aikin Araluce, Helena	69
Romanowski, Piotr and Wasikiewicz-Firlej, Emilia.....	70
Soriano Flórez, Irene	71
Stankova Laykova, Radoslava and Fernández Fuertes, Raquel	72
Tan, Ying-Ying.....	73
Tompkins, Leah and Llinares, Ana	74
Torrado Cespón, Milagros y Díaz Lage, José María.....	76

ORGANIZING COMMITTEE / COMITÉ ORGANIZADOR

Dr. Rubén Chacón Beltrán. Departamento de Filologías Extranjeras y sus Lingüísticas, UNED (coordinador)

Dr. Christián Abello Contesse. Departamento de Lengua Inglesa, Universidad de Sevilla

Dra. Soraya Almansa Ibáñez. Departamento de Lengua Española y Lingüística General, UNED

Dr. Diego Ardura Martínez. Departamento de MIDE I, UNED

Dra. Montserrat Bermúdez Bausela. Departamento de Filologías Extranjeras y sus Lingüísticas, UNED

Dra. Imelda Brady. Departamento de Filologías Extranjeras y sus Lingüísticas, UNED

Dra. Gloria Chamorro. Departamento de Filologías Extranjeras y sus Lingüísticas, UNED

Dra. Cecilia Criado de Diego. Departamento de Lengua Española y Lingüística General, UNED

Dr. José María Díaz Lage. Departamento de Filologías Extranjeras y sus Lingüísticas, UNED

Dr. Raymond Echitchi. Departamento de Lingüística Inglesa, Universidad de Valladolid

Mr. Antonio García Fernández. Departamento de Filología Francesa, UNED

Dra. Tamara García Vidal. Departamento de Filologías Extranjeras y sus Lingüísticas, UNED

Dra. M.^a Angélica Giordano Paredes. Departamento de Filologías Extranjeras y sus Lingüísticas, UNED

Dra. M.^a Dolores López Jiménez. Departamento de Filología y Traducción, Universidad Pablo de Olavide

Dra. Beatriz Pérez Cabello de Alba. Departamento de Filologías Extranjeras y sus Lingüísticas, UNED

Dra. Belén Ramírez Gálvez. Departamento de Lengua Inglesa, Universidad de Sevilla

Dra. Alicia San Mateo Valdehíta. Departamento de Lengua Española y Lingüística General, UNED

Dra. Eugenia San Segundo. Departamento de Lengua Española y Lingüística General, UNED

Dr. Jorge Sánchez Torres. The Center for Cross-Cultural Study. Sevilla

Dra. Inmaculada Senra Silva. Departamento de Filologías Extranjeras y sus Lingüísticas, UNED

SCIENTIFIC COMMITTEE / COMITÉ CIENTÍFICO

Dra. María Belén Díaz Bedmar. Universidad de Jaén

Dr. Pádraig Ó Duibhir. Dublin City University, Irlanda

Dra. Annick de Houwer. Profesora emérita, Directora de the Harmonious Bilingualism Network (HaBilNet)

Dra. María del Pilar García Mayo. Universidad del País Vasco

Dr. Tony Liddicoat. University of Warwick, Reino Unido

Dr. Ignacio Palacios. Universidad de Santiago de Compostela

Dra. Paloma Tejada. Universidad Complutense de Madrid

Dr. Rogelio Ponce de León. Universidade do Porto, Portugal

Dra. Kim Potowski. University of Illinois at Chicago, EE. UU.

Dra. Li Wei. University College London, Reino Unido



Colaboran:

Departamento de Filologías Extranjeras y sus Lingüísticas (UNED)

Departamento de Lengua Española y Lingüística General (UNED)

PLENARY LECTURES / PONENCIAS PLENARIAS

Connecting the cognitive and social aspects of bilingualism

Professor Antonella Sorace

University of Edinburgh

Research shows that bilingualism in any languages, regardless of their status, prestige, and worldwide diffusion, can give children and adults a range of linguistic, cognitive and social benefits—although not in all cases. I will first briefly describe the main misconceptions and facts about bilingualism over the lifespan, focusing in particular on current research on minority and minoritized languages and how bilingual education can contribute to their maintenance. I will then argue that more attention should be paid by researchers, educators and policy makers to children's attitudes and perception of their languages, as well as speakers' confidence in their own bilingual competence. Finally, I will suggest that the dissemination of correct information on bilingualism in different sectors of society can help building firm community foundations for inter-generational language transmission, enable informed decisions about bilingual education, and establish a vital connection between language policy and speakers; I will show how the Bilingualism Matters organisation is addressing these aims.

Antonella Sorace

Antonella Sorace is Professor of Developmental Linguistics at the University of Edinburgh. She is a world leading authority and has published widely in the field of bilingualism across the lifespan, where she brings together methods from linguistics, experimental psychology, and cognitive science. She is also committed to bringing research to people in different sectors of society. She is the founding director of the non-profit organisation Bilingualism Matters, which currently has thirty branches in three continents.

Demografía de las lenguas: el español en minoría

Professor Francisco Moreno Fernández

Ruprecht-Karls-Universität Heidelberg

La demografía de las lenguas o demolingüística es una especialidad interdisciplinaria, desarrollada desde los pasados años setenta, que puede definirse como el estudio de la relación entre el uso social de las lenguas y la realidad demográfica de sus hablantes. La demolingüística recorre transversalmente los trabajos interesados por la diversidad lingüística, desde los estudios cualitativos de carácter etnográfico, hasta los cuantitativos centrados en las lenguas internacionales. Los hablantes de español suelen ser objeto de cuantificaciones que muestran el carácter internacional de esta lengua, pero también pueden ser objeto de análisis demográficos en entornos multilingües donde se encuentran en minoría.

Francisco Moreno Fernández

Francisco Moreno Fernández es doctor en Lingüística Hispánica por la Universidad Complutense de Madrid. Licenciado en Ciencias Políticas y Sociología. Profesor Alexander von Humboldt en la Universidad de Heidelberg y director del Centro de Estudios Iberoamericanos de la misma universidad. Profesor honorífico investigador de la Universidad de Alcalá. Es académico de número de la Academia Europæa y de la Academia Norteamericana de la Lengua Española, y correspondiente de las academias cubana, mexicana y chilena de la Lengua, así como de la Real Academia Española. Dirigió los centros del Instituto Cervantes en São Paulo, Brasil y Chicago. Fue director académico del Instituto Cervantes (Madrid) y director del Observatorio del español y las culturas hispánicas del Instituto Cervantes en la Universidad de Harvard. Una buena parte de sus publicaciones está relacionada con los campos de la dialectología, la sociolingüística y la metodología lingüística. Entre sus publicaciones más recientes, destacan *La lengua española en su geografía* (5.^a ed. 2020), *Tras Babel. De la naturaleza social del lenguaje* (2018), *Variedades de la lengua española* (2020) y *La lengua y el sueño de la identidad* (2020). Fundador y primer director de la revista *Lengua y migración / Language & Migration*, editor general de la revista *Spanish in Context* y coeditor de la revista *Journal of Linguistic Geography*. Miembro de los Consejos de Redacción y Científicos de varias publicaciones especializadas: *Revista Internacional de Lingüística Iberoamericana*, *Journal of World Languages*, *Boletín de Filología de la Universidad de Chile*, *Revista Española de Lingüística Aplicada y Oralía*, entre otras.

Bilingual education in Spain: the effects of the bilingual programmes on learning outcomes

Xavier Gisbert

Asociación Española de Enseñanza Bilingüe

Bilingual Education, together with Technology, is probably one of the best innovations in education of the last decades. It offers students an added value to their education allowing them a better future. This session will give a general overview of the teaching and learning of foreign languages in mainstream education in Spain, and will explain how Bilingual Education has been implemented all over the country, its evolution up to the present situation and the benefits it provides to schools, teachers, and students based on the existing data of its effects on learning outcomes.

Xavier Gisbert

Xavier Gisbert is Graduated in French Philology from the Complutense University of Madrid and Professor of French. He has been Counselor of Education at the Embassy of Spain in London, Director of the Regional Center for Innovation and Training Las Acacias, General Director for Quality Improvement of Teaching of the Department of Education of Madrid Regional Government, General Director for Evaluation and Territorial Cooperation at the Ministry of Education, and Counselor of Education at the Embassy of Spain in Washington. He has been responsible for the implementation of the Bilingual Program in Primary and Secondary Education in the Region of Madrid, as well as for the language assistants' program and the specific in-training courses for teachers working in bilingual schools. He directed the EICE 2016 Conference and is Director of the CIEB International Conferences on Bilingual Education. He is the author of various publications and has given a large number of papers and conferences. He is currently President of the Spanish Bilingual Teaching Association and Vice President of Professionals for International Education.

Supporting Teachers in Bilingual Education Programmes: Are we getting it right?

Mark Levy

British Council

Teachers not programmes are the key to successful bilingual education. The research tells us that teachers are the single most important in-school factor affecting how much students learn and that having a good teacher or a poor teacher will have significant impact on student learning. But “poor teaching is not the fault of the teachers, but the result of system-level policies that do not appropriately recruit, prepare, support, manage, and motivate teachers” (World Bank). What can we do to better support teachers in our bilingual education programmes to ensure the best learning outcomes for our students?

Mark Levy

Mark Levy is Head of English Programmes for the British Council in Spain with responsibility for the British Council's initiatives in support of the teaching and learning of English. This work is especially focused on multilingual and bilingual education and he manages the British Council's partnership with the Spanish Ministry of Education and 10 Regional Governments on the national Bilingual Education Programme as well as British Council support for other Regional Government initiatives. He is also involved in developing British Council work in Europe in relation to multilingual & bilingual education. He was previously an English teacher and a teacher educator, working with Spanish teachers of English for many years.

BiMo: Bilingualism in Monolingual Contexts (BiMo): Aims and outcomes of a transnational study in Europe

Inmaculada Senra Silva

UNED

This paper aims at presenting the BiMo (Bilingualism in Monolingual Contexts) project (2020-1-ES01-KA201-081917) funded by the European Erasmus+ programme and mainstreaming the project results as fundamental tools to provide relevant target groups (parents, school boards, teachers, policy makers) in charge of bilingual education in Spain with a stronger capacity to foster bilingual education.

BiMo looks into solutions for the current situation in monolingual contexts in places like Spain and Italy, where teachers and families are starting to question the positive effects of bilingual programmes for the cognitive development of youngsters and their capacities in the first language.

One of BiMo's main objectives is to carry out international research which allows contrasting teaching practices in and attitudes towards bilingualism and bilingual education in various educational contexts. A special emphasis is placed on the comparison among different countries where the knowledge of more than one language is common outside the classroom. In such contexts, the bilingual situation is perceived as a natural and a daily experience, as opposed to situations of bilingualism or contact between two or more languages circumscribed to the classroom context, without this having a manifest presence in society.

The information gathered through the project will contribute to the development of necessary competences so that the secondary school management teams, bilingual programmes coordinators, and teachers in bilingual schools can inform and help families before they enroll their children in bilingual schools, and also while they are studying at those schools.

As a result, of the research carried out during the lifespan of the project, three intellectual outputs have been created: a) 3 MOOCs addressed to school boards, teachers and families; b) a Policy Recommendation Book targeted mainly at policy makers; c) a collection of best practices in bilingual education to help stakeholders in secondary schools in monolingual contexts.

Inmaculada Senra-Silva

Inmaculada Senra-Silva is an associate professor of English at the UNED (Universidad Nacional de Educación a Distancia), Madrid, Spain, where she teaches undergraduate courses in English as a foreign language, language variation and change and Sociolinguistics, as well as some graduate courses on language testing and language policy and planning of minority languages. Dr. Senra Silva's main areas of research interest include second language teaching and learning, bilingual education, as well as language contact and English dialectology. She holds a PhD in English language and linguistics, and has taught in various universities in Spain. She is the coordinator of the Erasmus+ project BiMo (Bilingualism in Monolingual Contexts).

BiMo: Learning about bilingual education from teachers and school boards

Diego Ardura

UNED

As a part of the BiMo project, the results presented in this communication seek to study the perceptions of teachers and school boards regarding practical aspects of the implementation of bilingual education in four different countries across Europe. To this aim, an exploratory sequential research design (QUAN-QUAL) was used by means of a set of questionnaires and semi-structured interviews. A total of 476 secondary school content teachers and 228 headteachers completed the questionnaires. Besides, 32 interviews were conducted with both stakeholders. The data analyses allowed us to uncover different country-wise perceptions about bilingual education. Although teachers and head teachers share positive attitudes towards bilingual education regardless of the country, better perceptions about bilingual education have been detected in Romania and Lithuania compared to Spain and Italy, which will be discussed throughout this communication. The results of this study are expected to help both teachers and schools make informed decisions about bilingual education.

Diego Ardura

Diego Ardura is an assistant professor at the Research Methods and Diagnosis in Education (I) Department in the Faculty of Education at UNED (*Universidad Nacional de Educación a Distancia*), in Spain. He teaches undergraduate and graduate courses in research methodology and statistics. He holds a PhD in Theoretical Chemistry and a PhD in Education. He spent his postdoc at the University of Toronto. His research focuses on the use of multivariate statistical approaches in the fields of motivation, self-regulation of learning, and bilingual education.

BiMo: Learning about bilingual education from parents and students

Rubén Chacón-Beltrán

UNED

Learning from other contexts is one of the main goals of the BiMo project. To this end, a study on the attitudes and perceptions of students and parents across four different European countries was carried out to understand their needs and possible demands. A mixed methods approach based on an exploratory sequential research design (QUAN-QUAL) was selected for this study. The samples comprised 892 secondary school students and 499 parents. Besides, 16 parents were subjected to semi-structured interviews. Positive attitudes towards bilingual education were found among both parents and students. However, some country-wise differences were also found, as students in Romania and Lithuania seemed to display a better attitude towards learning languages, which, in turn, leads to a better perception of the importance of bilingual programmes. Parents' concerns about bilingual education will also be discussed in this communication.

Rubén Chacón-Beltrán

Rubén Chacón-Beltrán is an associate professor at the UNED (Universidad Nacional de Educación a Distancia) in Madrid, Spain, where he teaches undergraduate courses in English as a foreign language and sociolinguistics, and graduate seminars in bilingualism and language policy. He holds a PhD in Applied English Linguistics, and has taught at various Spanish universities. He is editor of the Spanish journal, *ELIA (Studies in Applied English Linguistics)* and dean of the Faculty of Philology.

PRESENTATIONS / COMUNICACIONES

Family attitudes towards multilingualism in the Bilingual Education Programme

Andoni Duñabeitia, Jon; González Alonso, Jorge and Levy, Mark

Universidad Nebrija

In recent years, interest in the attitudes of the family environment towards bilingual education and multilingualism in a broader sense has constituted the focus for many researchers, especially in the context of theories of multilingual competence in which family attitudes figure not only as an orthogonal factor, but as a gateway and key modulating variable of language learning and academic success. The quantity and quality of exposure to different languages experienced by a child throughout her life will have a direct impact on many aspects that go well beyond the language domain, affecting family, school, community, and social settings. However, the precise way family attitudes toward bilingual education could impact linguistic and non-linguistic achievement of multilingual children is still to be understood. To explore this issue in detail, the current collaborative study coordinated between the British Council and Nebrija University involving more than 1000 families from different schools across Spain characterized family attitudes toward multilingualism in both school and social settings and investigated its influential role as a determining factor in the complex systems that determine multilingual competence, the goal of a language immersion education system. Our results help us optimize bilingual education systems in response to a more accurate characterization of the socio-familial environments with which it comes into contact. Importantly, the study of the correlations between Spanish families' attitudes towards English and bilingualism and their children's school performance revealed very relevant and promising systematicities for the continuous improvement of students' educational performance.

Anderson, J. A., Mak, L., Keyvani Chahi, A., & Bialystok, E. (2018). The language and social background questionnaire: Assessing degree of bilingualism in a diverse population. *Behavior Research Methods*, 50(1), 250-263.

Dewaele, J.M., & Wei, L. (2014). Attitudes towards code-switching among adult mono- and multilingual language users. *Journal of Multilingual and Multicultural Development*, 35(3), 235-251.

Li, P., Zhang, F., Yu, A., & Zhao, X. (2020). Language History Questionnaire (LHQ3): An enhanced tool for assessing multilingual experience. *Bilingualism: Language and Cognition*, 23(5), 938-944.

Purschk, C. (2020). Attitudes toward multilingualism in Luxembourg. A comparative analysis of online news comments and crowdsourced questionnaire data. *Frontiers in Artificial Intelligence*, 3.

Keywords: bilingual education programme; language learning; attitudes; family context; code-switching

Educación bilingüe en contextos escolares. Análisis de los componentes de la metodología AICLE-CLIL

Almansa Ibáñez, Soraya

UNED

En los últimos años, se ha generalizado la tendencia a implementar en los centros escolares diferentes enfoques metodológicos, con el fin de ofrecer una enseñanza bilingüe de calidad. Sin duda, una de las metodologías que más repercusión está teniendo en la actualidad es la conocida como AICLE, en español (Aprendizaje Integrado de Contenidos y Lenguas Extranjeras); CLIL, en inglés (Content Language Integrated Learning); EMILE, en francés (Enseignement de Matieres par Integration D'une Langue Etrangere) o CLILiG, en alemán (Content and Language Integrated Learning in German). AICLE hace referencia a los escenarios educativos donde las materias se imparten en una lengua extranjera con el objetivo de aprender el idioma a través de los contenidos. La Historia, las Ciencias Naturales, la Educación Física o la Plástica son algunas de las asignaturas que se estudian en otro idioma, dando así al estudiante la oportunidad de integrarse en un proceso lingüístico inmersivo. En estos contextos, la lengua es el elemento vehicular de contenidos de áreas concretas, si bien, más allá de los materiales específicos, el idioma extranjero se usa para comprender y también para comunicar. En esta comunicación vamos a centrarnos en la descripción de los componentes de AICLE, conocidos como las 4 ces, que son: contenido, comunicación, cognición y cultura. El contenido pone el foco en la adquisición de conocimientos no lingüísticos, favoreciendo la comprensión de los temas de un currículo determinado. La comunicación es un pilar fundamental, pues se promueve una interacción significativa. El uso de la lengua se precisa con mucho detalle, diferenciando la lengua para el aprendizaje, la lengua de aprendizaje y la lengua a través del aprendizaje. Esta triple distinción permite perfeccionar las destrezas comunicativas de producción y recepción. La atención a la cognición se realiza a través de la estimulación y promoción de procesos cognitivos de orden superior, que toman como base el concepto del *scaffolding* o *andamiaje*. La cultura, por su parte, se integra para acercar a los estudiantes a otras realidades y para ampliar el contexto sociocultural. En definitiva, vamos a hacer un análisis pormenorizado del enfoque metodológico AICLE, con sus fortalezas (entre otras, la atención centrada en el estudiante, el aprendizaje interactivo y autónomo y la incorporación de recursos variados, con especial atención a las TIC) y también con sus debilidades.

Palabras clave: educación bilingüe; metodología de enseñanzas de lenguas extranjeras; enfoque comunicativo; AICLE; CLIL

Pre-Primary and Primary student teachers' opinions on the bilingual education programme in the region of Madrid

Alonso Belmonte, Isabel and Mañoso Pacheco, Lidia

Universidad Autónoma de Madrid

This presentation's main goal is to examine the opinions of 170 Pre-Primary and Primary student teachers at Universidad Autónoma de Madrid about the Bilingual Education Programme (BEP) in Madrid, its effectiveness in the class and its impact on their professional career. Following previous research which analysed in-service teachers' opinions in Secondary education (Alonso-Belmonte & Fernández-Agüero, 2021), now the focus is on prospective teachers, whose perspectives are underexplored. To fulfil this aim, a questionnaire was designed ad hoc for this study, validated and distributed among 196 subjects. Besides, in-depth interviews with two focus groups of ten trainees each were also carried out, transcribed, and analysed using Grounded Theory (Glaser & Strauss, 1967). Results show that student teachers hold clear positions on the effectiveness of the Madrilenian BEP, based on personal, ideological, pedagogical and socio-economic reasons. Besides, although most surveyed students acknowledge that Madrid's BEP will be beneficial for their future career in the education field, their answers seem to be ideologically driven. The results of this study can be of interest for teachers and teacher trainers working in Content and Language Integrated Learning (CLIL), who may delve into the extent to which student teachers can be influenced by the public polarization about bilingual education in Spanish society.

Alonso-Belmonte, I., & Fernández-Agüero, M. (2021). Teachers' narratives of resistance to Madrid's bilingual programme: An exploratory study in secondary education. *Linguistics and Education*, 63.

Glaser, B., & Strauss, A. (1967). *The discovery of grounded theory: strategies for qualitative research*. Sociology Press.

Keywords: student teachers' opinions; Primary and Pre-Primary education; bilingual education; polarized opinions

«En mi idioma hablan francés»: por una política educativa del reconocimiento lingüístico

Andrés Soria, Ignacio

Ruhr Universität Bochum

Las prácticas del lenguaje son objeto de regimentación en un amplio espectro de condiciones, materialidades, actitudes, políticas e ideologías. En particular, los dispositivos que intervienen en el impulso, individual y colectivo, de las variedades dominantes en detrimento de las minorizadas, responden al mismo tipo de lógicas que regulan fenómenos sociales de otros órdenes, como la migración. Por ejemplo, el cierre de fronteras físicas y simbólicas, la circulación de ideologías monoglósicas y su incorporación entre las subjetividades y estructuras sociales afectan negativamente las posibilidades creadas desde las políticas de reconocimiento y redistribución (Butler & Fraser, 2016), limitan los niveles de agencia e imponen experiencias de vida ligadas a la

precariedad. Si las trayectorias lingüísticas de las personas adultas migrantes se encuentran afectadas por la ley de extranjería y los dispositivos de la integración lingüística, los repertorios lingüísticos de las más jóvenes son especialmente intervenidos por las condiciones del contexto educativo, especialmente por las políticas lingüísticas de la educación y la ausencia de reconocimiento de sus identidades y repertorios lingüísticos. De hecho, el desarrollo de los programas de adquisición de lenguas extranjeras ha supuesto el fortalecimiento de un binomio —bilingüe vs. no bilingüe— que funge como elemento de estratificación social (Martín Rojo, 2010), y que no considera ni reconoce los bilingüismos vernáculos (Lorente, 2017) experimentados por individuos alejados de las formas hegemónicas de hablar o de aprender a hablar. En algunos casos, ni siquiera en los escenarios en los que intervienen las lenguas dominantes del contexto educativo. En esta comunicación se abordan las experiencias derivadas del des-reconocimiento lingüístico de los repertorios de jóvenes con orígenes en África Occidental que forman parte de un instituto de secundaria en Zaragoza. Partiendo de los datos recogidos en el mapeo lingüístico del centro, se presentan dos retratos lingüísticos y dos narrativas etnográficas que ilustran el modo en el que este alumnado experimenta la desautorización como hablante legítimo de francés. Además, se revisará la incidencia de las estructuras de organización escolar —el sistema de optatividad de materias y el horario escolar— en el desarrollo de esta política. Finalmente, presentaré el retrato lingüístico (Busch, 2012) como una herramienta para el diseño de instrumentos lingüístico-educativos que fomentan la conciencia lingüística individual y colectiva, ampliando los marcos de desarrollo de una educación bilingüe que permitan desafiar las ideas raciolingüísticas y situarnos a individuos e instituciones en posiciones alternativas de escucha y percepción más justas (Rosa & Flores, 2017).

Busch, B. (2012). The Linguistic Repertoire Revisited. *Applied Linguistics*, 33(5), 503-523.

Butler, J., & Fraser, N. (2016). *¿Redistribución o reconocimiento?: un debate entre marxismo y feminismo*. Traficante de Sueños.

Lorente, B. P. (2017). Language-in-education policies and mobile citizens. En S. Canagarajah (Ed.), *The Routledge Handbook of Migration and Language* (1.ª ed., pp. 486-501). Routledge.

Martín Rojo, L. (2010). *Constructing Inequality in Multilingual Classrooms*. Berlin, Mouton de Gruyter

Rosa, J., & Flores, N. (2017). Unsettling race and language: Toward a raciolinguistic perspective. *Language in Society*, 46(5), 621-647.

Palabras clave: sociolingüística; retrato lingüístico; política lingüística; política lingüística de la educación; lingüística de la migración

Primary school learners' perception of the use of captioned-animated cartoons in the EFL classroom

Avello, Daniela and Muñoz, Carmen

Universitat de Barcelona

An increasing number of investigations have been conducted in the last decade to explore the effects of audiovisual input on L2 learning (Montero-Pérez, 2022). Nevertheless, primary school L2 learners are still an under-researched age group in comparison with university and secondary school students (Montero-Pérez & Rodgers, 2019). Therefore, the question on how suitable and beneficial captioned-video viewing may be for primary school learners from input-limited contexts still needs further evidence to be answered. The literature suggests that the simultaneous processing of aural and written input facilitates speech segmentation and word decoding, and may encourage learners to engage with texts they would be unwilling to read in a single modality due to their higher level of complexity (Mayer *et al.*, 2020; Pellicer-Sánchez *et al.*, 2018). Likewise, the facilitating effect of bimodal verbal input allows learners to increase their attention to images, which, in turn, support comprehension and learning (Pellicer-Sánchez, 2022; Sadoski & Paivio, 2013). Overall, the outcomes of the present study with 120 primary school EFL learners (4th-5th graders) from Chile showed significant L2 gains from extensive captioned-video viewing (11 episodes) in terms of vocabulary learning and L2 reading skills development. Nonetheless, the picture is still incomplete if learners' perceptions of the treatment are not considered to inform further research and take fully advantage of their learning potential (Pinter, 2018). Thus, this presentation reports on the outcomes of a written questionnaire that was administered prior to the posttests (n=120) and, a semi-structured interview conducted with three small sample groups (n=18 students) at the end of the intervention. The results revealed that the processing of audiovisual input may be a challenging task, especially for fourth graders due to their significantly lower L2 proficiency. However, imagery and captions appeared to improve comprehension and encouraged learner-viewers to stay on task. Even when both year levels enjoyed the learning experience, higher levels of proficiency appeared to be associated to slightly higher but significant levels of enjoyment and greater sense of achievement. As fourth graders argued, the absence of feedback after the administration of tests and after-viewing activities made them feel insecure about their performance. Learners' self-reported gains mainly focused on pronunciation, vocabulary, formulaic sequences, comprehension and reading. A common view amongst interviewees was that, in comparison with the regular methodology and instructional materials used in class, the episodes were an opportunity to learn from 'real' interaction between child native speakers in a meaningful context.

Mayer, R. E., Fiorella, L., & Stull, A. (2020). Five ways to increase the effectiveness of instructional video. *Education Tech Research Dev*, 68, 837–852.

Montero-Pérez, M. (2022). Second or foreign language learning through watching audiovisual input and the role of on-screen text. *Language Teaching*, 1-30.

Montero Pérez, M., & Rodgers, M. (2019). Video and language learning. *The Language Learning Journal*, 47(4), 403-406.

- Pellicer-Sánchez, A. (2022). Multimodal reading and second language learning. *International Journal of Applied Linguistics*, 172(1).
- Pellicer-Sánchez, A., Tragant, E., Conklin, K., Rodgers, M., Llanes, A., & Serrano, R. (2018). L2 reading and reading-while-listening in multimodal learning conditions: An eye-tracking study. *ELT Research Papers*. British Council.
- Pinter, A. (2018). Research issues with young learners. In Garton, S., & Copland, F. (Eds.), *The Routledge handbook of teaching English to young learners* (pp. 411-424). Routledge.
- Sadoski, M., & Paivio, A. (2013). A dual theoretical model of reading. In D. E. Alvermann, N. J. Unrau, & R. B. Ruddell (Eds.), *Theoretical models and processes of reading* (pp. 886-922). International Reading Association.

Keywords: audiovisual input; young learners; foreign language learning

Italian as a heritage language in Rijeka: A case study

Ban, Dario and Pauletig, Tomislav

Scuola media superiore italiana Fiume

The city of Rijeka, Croatia, has a rather specific bilingual setting. The Italian language has been present in the city at least from the late Middle Ages, and it was the dominant language up until World War II (Mazziere-Sanković, 2020). It has since become a heritage language; this term covers non-dominant languages spoken at home and in minority contexts (Valdés, 2000; Trifonas & Aravossitas, 2017). Previous research has shown that students hesitate to use their heritage language; linguistic anxiety is hypothesized to be one of the leading causes behind this hesitation (Dijgunović, 2002; Xiao & Wong, 2014; Coryell, Clark & Pomerantz, 2010). Usually, heritage languages are viewed as immigrant languages, whereas the variety of the Italian language used in Rijeka is actually indigenous. Nowadays, there are 4 Italian elementary schools and one Italian high school in the city. This presentation will illustrate the results of a questionnaire focused on the usage of the Italian language outside of a high school classroom context. It was conducted on 88 students, aged 14 to 19, pupils of the local Italian high school. The analysis of the results has shown that most respondents do not consider themselves Italian (65%), and don't consider the Italian language as their first language (64%). Among respondents who use Italian frequently, the main motivations listed were: the presence of other Italian speakers, the language is considered easier to use than other languages, and they are fond of the language and culture. On the other hand, among respondents who use Italian rarely, the main motivations listed were: the majority language is used more, the majority language is considered simpler to use, there are not enough speakers of the Italian language, and they feel anxious when speaking it. In light of these results, this work demonstrates the rare usage of the minority language even among students of a minority school, and the issue of not having enough speakers as one of the contributing factors.

- Coryell, J. E., Clark, M. C., & Pomerantz, A. (2010). Cultural Fantasy Narratives and Heritage Language Learning: A Case Study of Adult Heritage Learners of Spanish. *The Modern Language Journal*, 94(3), 453–469.
- García, O. (2005). Positioning Heritage Languages in the United States. *The Modern Language Journal*, 89(4), 601–605.
- Kim, E. J. (2004). Korean-English Bilinguals and Heritage Language Maintenance. *The Korean Language in America*, 9, 244–258.
- Mazzieri-Sanković, G. (2020). Il dialetto fiumano: itinerari identitari e nuove sfide. In Mestrovich, I., Sanković Ivančić, M., Mazzieri-Sanković, G. & Gerbaz Giuliano, C. (Eds.), *Il dialetto fiumano. Parole e realtà. Rijeka, Vijeće talijanske nacionalne manjine za Grad Rijeku; Sveučilište u Rijeci, Filozofski fakultet, Odsjek za talijanistiku* (pp. 23-58).
- Mihaljević Dijgunović J. (2002), *Strah od stranog jezika: kako nastaje, kako se očituje i kako ga se osloboditi*. Naklada Ljevak, Zagreb.
- Montrul, S. (2011). Introduction: The Linguistic Competence of Heritage Speakers. *Studies in Second Language Acquisition*, 33(2), 155–161.
- Tallon, M. (2011). Heritage speakers of Spanish and foreign language anxiety: A pilot study. *Texas Papers in Foreign Language Education*, 15, 70–87.
- Trifonas, P. P., & Aravossitas, T. (2018). Heritage and Language: Cultural Diversity and Education. In Trifonas, P., & Aravossitas, T. (Eds.), *Handbook of Research and Practice in Heritage Language Education*. Springer, Cham.
- Valdés, G. (2000). The teaching of heritage languages: an introduction for Slavic teaching professionals. In Kagan, O. & Rifkin, B. (Eds.), *The Learning and Teaching of Slavic Languages and Cultures* (pp. 375-404). Bloomington, IN, Slavica.
- Xiao, Y., & Wong, K. F. (2014). Exploring Heritage Language Anxiety: A Study of Chinese Heritage Language Learners. *The Modern Language Journal*, 98(2), 589–611.

Keywords: heritage language; bilingualism; bilingual education; Italian language

To be, or not to be a bilingual teacher? Content and language teachers' identity

Bárcena Toyos, Patricia

Universidad Internacional de La Rioja

Programs with a focus on the Content and Language Integrated Learning (CLIL) approach —also called *bilingual programs*— have grown exponentially in Spain in the last decade. This fast growth has outpaced provision and training of CLIL teachers (Pérez Cañado, 2016), and although several universities now offer postgraduate programs in the CLIL approach or bilingual education, there are still no pedagogical training requirements for teachers, who are either content or language specialists, to teach in bilingual programs. Imagined communities are groups of people to whom we feel connected with across time and space (Norton, 2011), and so imagined communities call

for imagined identities, and so individuals will invest in the practices of such communities, which will in turn make up teachers' imagined identities. In the case of teachers, their teacher identity influences the choice of pedagogies and their investment in the classroom practices of the community (Darvin & Norton, 2015). In fact, the closer teachers' imagined identity is to the practices of the imagined community, the more engaged they are and the greater their investment will be (Kanno & Norton, 2003). So, CLIL teachers have a pre-existent teacher identity that could influence their pedagogical choices. This study examines how teachers negotiate their existing teacher identities in a CLIL environment and how they exercise those identities in the classroom. The study adopts a qualitative case study methodology (Merriam & Tisdell, 2015) using interviews. Findings show that the way that teachers negotiated their identities was affected by their former personal and professional experiences as well as by their conceptualization of the imagined community and their investment in that community. The findings have implications for the creation of in-service training programs that focus on enhancing teachers' language awareness in CLIL and their association with the community.

Keywords: teacher identity; CLIL; imagined communities; bilingual teacher

***Language student numbers and attitudes towards foreign languages at
Post-Secondary education level in Malta***

Bezzina Busuttil, Anne-Marie

University of Malta

Motivation to study Modern Foreign Languages (MFL) is one key factor studied in relation to Foreign Language Learning (FLL) at post-compulsory education level (Graham, 2004). In the Maltese context, speakers are Maltese / English bilingual, and the currency of English as a lingua franca (Pennycook, 2005) leads students to consider it sufficient for communication with non-Maltese speakers in general. For their Post-Secondary course leading to University), students in Malta study two subjects at Advanced Level, and four subjects at a lesser Intermediate level. Subjects are mostly taken according to students' choice. In recent years, MFL (Italian, French, Spanish and German) have seen a drastic decline in popularity at Post-Secondary level in Malta (Pace, 2018). This study investigates Maltese Post-Secondary students' perspectives on FLL and aims to identify the factors leading to the decline of MFL at Post-Secondary level. Particular reference is made to students' perspectives on studying French at Advanced level (Sultana, 2021). The research is based on responses to a Google Form questionnaire distributed to Post-Secondary students attending two-thirds of Post-Secondary institutions in Malta. Very few students, mostly female, are studying MFL. Participants tend to agree that FLL in Secondary Education (SE) is an average, highly demanding experience. Success depends on personal aptitude to learn languages and students who pursue MFL do so due to their passion for languages. Students not studying MFL do not regret their decision and do not plan to study languages at University. Avoidance of MFL at Advanced level stems from preference towards other areas of study, previous poor performance in MFL, bad FLL experiences at Secondary level, and a perceived low importance of MFL for the students' planned career. French is perceived as a beautiful but difficult language. For the respondents, Advanced level learners of French do not face

unrealistic demands but need to work hard. There is disagreement about whether the Secondary French language curriculum prepares students adequately to take up the Advanced French programme. Factors leading to the unpopularity of French at Post-Secondary level include its perceived difficulty, past poor results, and unpleasant experiences of learning French in SE. This decline in the choice of French (and Italian) needs to be seen in contrast with the remarkable, steady growth of Spanish. Results are interpreted in light of research on the area of the Teaching of MFL in the Maltese context, in an attempt to corroborate respondents' views about their FLL experience against the general picture of Maltese educational culture (Peresso, 2017) with its teacher-centred teaching styles (Pace 2018, Bezzina Busuttill 2021, forthcoming). Suggestions are proposed as to changes in teaching methods that may lead to improvement in learners' motivation to study MFL (Tremblay & Gardner, 1995; Dörnyei, 2001).

Bezzina, A.-M., & Gauci, J. (2021). Spoken Interaction in the French as a Foreign Language classroom in Malta: Learner responses elicited by teachers' questioning patterns. *Malta Review of Educational Research*, 15(2), 165-195.

Bezzina, A.-M. (forthcoming). Teachers' Questioning Strategies and their Implications for Learner Responses: A corpus-based study of spoken interaction in the French L2 classroom. In Spina S. & Tyne H. (Eds.), *Applying Corpora in Teaching and Learning Romance Languages*. Amsterdam, John Benjamins.

Dörnyei, Z. (2001). *Motivational Strategies in the Language Classroom*. Cambridge, Cambridge University Press.

Graham, S. J. (2004). Giving up on Modern Foreign Languages? Students' Perceptions of Learning French. *The Modern Language Journal*, 88(2), 171-191.

Pace, M. (2018). Foreign Languages within Post-Compulsory and Tertiary Institutions. What future? In *Breaking Barriers, Proceedings of the University of Malta Junior College Multi-Disciplinary Conference*, 18-20 September 2018, 425-433.

Pennycook, A. (2005). *Global and worldly Englishes: Discommunities and subcultural empires*. Paper presented at the Institute of European Studies, February, 2005, Berkeley, CA.

Peresso, R. (2017). Riding on the back of a giant: Adding Malta to the 5 Culture study by Robin Alexander. *Compare: A journal of Comparative and International Education*, 47(4), 512-528.

Sultana, J. (2021). *Why not study languages? Reasons explaining language student numbers at Post-Secondary level in Malta*. Master in Teaching and Learning dissertation, University of Malta.

Tremblay, P. F., & Gardner, R. C. (1995). Expanding the Motivation Construct in Language Learning. *The Modern Language Journal*, 79(4), 505-518.

Keywords: foreign language learning; French as a foreign language; Post-Secondary level; motivation; educational culture

What has changed over 18 years? Future teachers' language use and attitudes in the Basque Autonomous Community

Bier, Ada and Lasagabaster, David

UPV/EHU

Attitudes are learned and one's personal experience and social environment play a fundamental role in shaping them (Garrett, 2010). Teachers in particular, by means of their formal or hidden curriculum, exert a significant impact on the formation of students' language attitudes, so much so that attitudes developed under their influence can be difficult to change. This contribution targets future teachers, i.e. university students enrolled in programmes geared towards a career in teaching. The study we will be reporting on is a replication of a survey whose data collection took place 18 years ago, in 2004, in the Basque Autonomous Community (BAC) (Lasagabaster, 2007; Caruana & Lasagabaster, 2011). It explores prospective Basque teachers' perceived competence, habits of language use and attitudes towards Basque, Spanish and English. The sample consisted of 576 participants. Data collection was carried out by means of the same questionnaire (Baker, 1992) and following the same procedures employed in the original 2004 study. Data were analysed using inferential statistical techniques; significant results, with medium and large effect sizes were obtained. With regards to perceived competence in the three languages, we found that the 'distance' between them has changed considerably since 2004, a result that seems to indicate that the educational system in the BAC is producing an impact on future generations' competence in the minority language as well as on the main FL, i.e. English. As for language use, Basque is mainly linked with the education domain, whereas Spanish is dominant in participants' leisure time, in line with findings from a recent sociolinguistic study carried out in the region (Soziolinguistika Klusterra, 2022). Attitudes are highly positive for all three languages, as considered both individually (i.e. monolingual perspective) and together (i.e. multilingual perspective, Lasagabaster, 2005). While participants expressed the most favourable attitudes towards Basque, the most noticeable improvements are detected for English. Research on habits of language use and attitudes is of the utmost importance. It is even more so when the population under scrutiny is that of prospective teachers, such as the participants in this study, due to their influence on future generations of students. This presentation wishes to contribute to the discussion about multilingualism within a multilingual education system, where a minority language co-exists with a national majority language and a global lingua franca. Our contribution may thus be of interest for other researchers working in similar contexts, having language diversity as a common characterising feature.

Baker, C. (1992). *Attitudes and language* (Vol. 83). Multilingual Matters.

Caruana, S., & Lasagabaster, D. (2011). Using a holistic approach to explore language attitudes in two multilingual contexts: the Basque Country and Malta. In C. Varcasia (Ed.), *Becoming multilingual. Language learning and language policy between attitudes and identity* (pp. 39-64). Peter Lang.

Garrett, P. (2010). *Attitudes to Language*. Cambridge University Press.

Lasagabaster, D. (2005). Bearing multilingual parameters in mind when designing a questionnaire on attitudes: Does this affect the results? *International Journal of Multilingualism*, 2(1), 26-51.

Lasagabaster, D. (2007). Language Use and Language Attitudes in the Basque Country. In Lasagabaster, D., & Huguet, Á. (Eds.), *Multilingualism in European bilingual contexts: language use and attitudes* (pp. 65-89), Multilingual Matters.

Soziolinguistika Klusterra (2022). *Hizkuntzen erabileraren kale neurketa. Euskal Herria, 2021 [Measurement of the street use of languages. Basque Country 2021]*.

Keywords: pre-service teachers; language attitudes; minority language; international language; multilingualism; multilingual education

Lesson from the “Bringing home Gaelic study”

Birnie, Ingeborg

University of Strathclyde

Gaelic is considered an endangered language in Scotland, with around 1.1% of the population able to speak it. Low levels of intergenerational transmission have resulted in the emphasis of language acquisition shifting to the education system, and in particular Gaelic Medium Education (GME). This immersion model aims to ensure that children develop equal fluency and literacy in English and Gaelic and feel confident in using the language in a range of situations, both within as well as outside the classroom. Most of the 3,700 children (0.9% of the overall primary school population) enrolled in GME live in households where Gaelic is not spoken as the main language of the home, the family and the community, meaning that the only input they receive in the language is in the classroom. This multi-modal small study aimed to explore how online learning materials and tasks could support the linguistic competencies of the children, but also their perceptions towards Gaelic which is typically considered to be a *performance language* and a *language for learning* rather than a daily communicative tool. Data was collected through interviews and questionnaires with teachers involved in delivering this immersion programme, parents of children enrolled in GME and by observing and assessing the children’s linguistic proficiency and indicated that online learning activities and tasks, both based on synchronous and asynchronous tasks, resulted in greater confidence in the use of Gaelic and increased levels of proficiency. Furthermore, the use of technology “brought Gaelic home”, allowing parents to share their children’s language learning journey and helped foster positive attitudes towards the language, which are an indicator of language use later in life and thus the long-term future of the Gaelic language.

Keywords: Gaelic; immersion minority language education; technology; family language policy

Léxico bilingüe de profesores de ciencias en formación

Bravo Galán, José Luis; Maya Retamar, Guadalupe de la; López-Pérez, Magdalena y Montaña Conchiña, Juan Luis de la

Universidad de Extremadura

La enseñanza bilingüe ha experimentado un rápido crecimiento en las dos últimas décadas en el panorama educativo español y han surgido numerosos programas universitarios que tienen como objetivo la formación del futuro profesorado AICLE. No obstante, como señala Santos Díaz (2015), existen pocas investigaciones que evalúen el nivel de competencia lingüística en español y en lengua extranjera del futuro profesorado, especialmente de aquellos que cursan un grado bilingüe. En esta comunicación se analiza la disponibilidad léxica sobre el concepto de *energía* que constituye uno de los bloques de contenido de la asignatura Didáctica de la Materia y la Energía del grado de Educación Primaria y que los futuros profesores de esta etapa cursan como parte de su formación para la posterior impartición de la asignatura de Ciencias de la Naturaleza en la etapa de Primaria. La muestra estaba compuesta por un total de 56 estudiantes, de los cuales 23 cursan la mencionada asignatura en inglés, en el contexto de una formación bilingüe. Utilizando una prueba de disponibilidad léxica, se analiza y compara la producción léxica en español de ambos grupos, para determinar si el hecho de cursarla en inglés afecta a la adquisición y consolidación del léxico en castellano. Asimismo, se compara la producción en inglés y español del grupo bilingüe. Los resultados muestran que no existen diferencias significativas en la producción léxica en español de ambos grupos, aunque sí existen en el grupo bilingüe en su léxico productivo en español e inglés, a favor del primero. Además de los datos cuantitativos, se presentan resultados procedentes del análisis cualitativo, analizando las palabras más disponibles y la organización del léxico en ambas lenguas.

Derman, A., y Eiks, I. (2016). Using a word association test for the assessment of high school students' cognitive structures on dissolution. *Chemistry Education Research and Practice*, 17(4), 902-913.

Echevarría, M. S., Urzúa, P., y Ferreira, R. (2008). DispoGrafo. Una nueva herramienta computacional para el análisis de relaciones semánticas en el léxico disponible. *RLA de lingüística teórica y aplicada*, 46, 81-91.

Hernández Muñoz, N., y Tomé Cornejo, C. (2017). Léxico disponible en primera y segunda lengua: bases cognitivas. En Del barrio, F. (Coord.), *Palabras Vocabulario Léxico: La lexicología aplicada a la didáctica y a la diacronía* (pp. 99-122). Edizioni Ca Foscari.

Santos Díaz, I. C. (2015). *Evaluación de la competencia léxica bilingüe en estudiantes del Máster Universitario en Profesorado*. Tesis Doctoral, Universidad de Málaga.

Santos Díaz, I. C. (2017). Organización de las palabras en la mente en lengua materna y lengua extranjera. *Pragmalingüística*, 25, 603-617.

Palabras clave: programas bilingües; formación de profesores; léxico

How digital technologies support the development of linguistic and cultural identities of Spanish-speaking bilinguals in Scotland

Britos, Ángela de

University of Strathclyde

Previous research in the Scottish context has focused on either the most prevalent or most vulnerable migrant communities, therefore, little is known about the Spanish-speaking community. My research gives voice to bilingual children and their parents to address this gap through a case study approach that investigated the extent to which the fourteen families of Latin American and Spanish heritage were able to nurture their linguistic and cultural identities, and crucially to understand why and how they did this. From a bioecological perspective, family, friends and community play a vital role in shaping children's linguistic and cultural identities, and supporting their socio-emotional wellbeing. Despite this, my research discovered this to be challenging for Spanish-speaking bilingual families in Scotland due to the small size of their community. I offer empirical data that highlights a lack of opportunity to interact with extended family and a wider Spanish-speaking community, and, crucially, the implications of this on the development of their linguistic and cultural identities. This was further magnified for Latin American families compared to their European counterparts due to geographical distance. Nevertheless, families used digital technologies heavily to mitigate the absence of Spanish-speaking community, and to interact with extended family and friends. I will discuss the heightened, constructive role of digital technology in bilingual children's lives and present an adapted bioecological model incorporating a new *digital trans-system* dimension, which illustrates how digital technology transcends international borders to support communication and the development of linguistic and cultural identities.

Keywords: bilingualism; language; culture; identity; digital technology

Los valores del español e inglés en situaciones de bilingüismo: tres ejemplos de Miami

Callesano, Salvatore¹; Carter, Phillip² y Lynch, Andrew³

University of Illinois, Urbana-Champaign¹; Florida International University²;

University of Miami³

Del año 2010 al 2020, la población latina en los EE. UU. creció un 23 % y actualmente constituye el grupo minoritario más importante del país (Funk & López, 2022). En el contexto de Miami, en el sur de la Florida, casi el 70 % de la población se identifica como latinx (U.S. Census, 2020) y el 75 % habla un idioma que no sea el inglés en casa. Es decir, Miami es uno de los ejemplos más destacados de bilingüismo social en las Américas y un contexto idóneo para los estudios sociolingüísticos, especialmente desde perspectivas ideológicas y perceptuales (Lynch, 2022). Presentamos un conjunto de datos de tres estudios de percepción sociolingüística que hemos llevado a cabo en Miami. El primero es una prueba de pares ocultos basada en la metodología propuesta por Lambert *et al.* (1960) en la que se evaluaban voces en inglés y en español. En general, los resultados de 172 participantes de Miami mostraron una preferencia implícita por las

voces angloparlantes según la mayoría de los rasgos sociales propuestos (por ejemplo, amabilidad, liderazgo, competencia, etc.), pero se manifestaron diferencias significativas entre los participantes latinos y no latinos, las cuales destacaremos. En otro estudio, presentamos datos de tres pruebas de asociación implícita (Implicit Association Test, Greenwald *et al.*, 1998). Incluimos diferentes tipos de estímulo lingüístico, como palabras escritas y audios grabados, y los análisis de regresión lineal indicaron que ningún participante, de los 89 en total, tenían una preferencia implícita por el español. Los participantes que nacieron en países hispanohablantes tendían a preferir el inglés, una tendencia aún más marcada entre aquellos que habían vivido varios años en los EE. UU. ($R=0.52$, $p=0.005$). Los resultados de estos dos estudios se manifiestan de nuevo en el tercer estudio, que fue otra prueba de pares ocultos, pero con participantes que no eran estudiantes universitarios. Aunque el español goza de un alto nivel de prestigio y vitalidad en Miami, nuestros estudios demuestran que, en términos ideológicos, ocupa un lugar subordinado respecto al inglés. La importancia del español en los EE. UU. es indiscutible, pero nuestros resultados sugieren que su futuro sigue siendo precario, incluso en una ciudad donde las circunstancias sociales y económicas favorecen su uso y mantenimiento.

Palabras clave: percepción; actitud; bilingüismo; comunidad latina; sociolingüística

Análisis de herramientas digitales usadas por el profesorado de Educación bilingüe: presentación del proyecto CLIL-TECH

Castillo Rodríguez, Cristina y Santos Díaz, Inmaculada Clotilde

Universidad de Málaga

Los docentes de asignaturas bilingües o asignaturas no lingüísticas (ANL) son conscientes de las dificultades a las que se enfrentan para encontrar contenidos y materiales adecuados para su alumnado. Si bien existen libros de texto para impartir ANL, a veces no son suficientes o no cumplen con las expectativas de los docentes o del propio alumnado (López y Galván, 2017). Así, una vez que el profesorado ha analizado los posibles materiales que tienen a su disposición (Morton, 2013), es frecuente que tengan que crear sus propios materiales y contenidos o adaptar de otros (Moore y Lorenzo, 2017), así como actividades y tareas para suplir estas necesidades. Además, aunque cada vez más impera la creación de contenidos digitales mediante las tecnologías del aprendizaje y del cocimiento (TAC, Velasco, 2017), la mayoría de los docentes han notado un vacío en su formación tecnológica, sobre todo a raíz de la suspensión de clases presenciales tras la declaración del estado de alarma, causado por la COVID-19, de acuerdo con el Real Decreto 463/2020, de 14 de marzo. El principal objetivo del proyecto CLIL-TECH era ofrecer formación tecnológica a los docentes de ANL a través de entornos audiovisuales. Para poder ofrecer una formación tecnológica adecuada, hemos analizado las herramientas que más frecuentemente emplea el profesorado de enseñanza bilingüe, así como las herramientas que ellos consideran más necesarias de acuerdo con su asignatura. Nuestro propósito en este trabajo es mostrar qué tipo de formación digital han recibido estos docentes, qué recursos o herramientas digitales usaban antes de la pandemia y qué recursos o herramientas han aprendido a usar durante la pandemia. Asimismo, prestaremos especial atención a las herramientas digitales o recursos

indicados por los docentes de ANL que promuevan la creación de contenidos en torno a herramientas que permitan crear materiales y contenido en lengua extranjera donde el profesorado pueda mostrar aspectos culturales, así como permita comunicarse con su alumnado (de forma oral o escrita) en aras de la detección de formas de expresión en su contexto. Para ello, se diseñó un cuestionario en el seno del proyecto CLIL-TECH y se obtuvieron un total de 138 respuestas de docentes de ANL de la Comunidad Autónoma de Andalucía. Entre las respuestas analizadas destacan: i) tanto la formación recibida como la que consideran más efectiva es la virtual; ii) dos de las herramientas más frecuentes antes de la pandemia eran Classroom y Canva y incrementando su cifra tras la pandemia; iii) después de la pandemia el profesorado aprendió otras herramientas de presentación de contenidos, como Genially o de plataformas de video, como EdPuzzle.

López, M., & Galván, C. (2017). Creating materials with ICT for CLIL lessons: a didactic proposal. *Procedia – Social and Behavioral Sciences*, 237, 633-637.

Moore, P., & Lorenzo, F. (2007). Adapting Authentic Materials for CLIL Classroom: An Empirical Study. *Vienna English Working Papers*, 16(3), 28-36.

Morton, T. (2013). Critically Evaluating Materials for CLIL: Practitioners' Practices and Perspectives. En Gray, J. (Ed.), *Critical Perspectives on Language Teaching Materials* (pp. 111–136). Basingstoke, Palgrave Macmillan.

Real Decreto 463/2020, de 14 de marzo, por el que se declara el estado de alarma para la gestión de la situación de crisis sanitaria ocasionada por el COVID-19. *Boletín Oficial de Estado*, 67.

Velasco, M. A. (2017). Las TAC y los recursos para generar aprendizaje. *Infancia, Educación y Aprendizaje*, 3(2), 771-777.

Palabras clave: formación digital; educación bilingüe; necesidades digitales; lengua extranjera, profesorado bilingüe

Different interlocutors, different EFL interactional strategies: A case study of intercultural telecollaborative projects in secondary classrooms

Chimeva, Yordanka

Universitat Pompeu Fabra

Online intercultural exchange, also known as telecollaboration, is “the activity of engaging language learners in interaction and collaborative project work with partners from other cultures through the use of online communication tools such as e-mail, videoconferencing, and discussion forums” (O’Dowd, 2007). Telecollaboration through videoconferencing interactions is one way of responding to the present situation in education resulting from the current COVID-19 pandemic as well as from globalization and innovation in information and communication technology. The purpose of this study is to investigate the interactional strategies that secondary school learners of English as a foreign language use during telecollaboration with also secondary school learners of English from a different cultural and linguistic background. Its novelty lies in the educational context explored as well as in the objective to explore whether frequency of strategy use depends on who the interlocutor is and, if so, what are the relevant factors

for such variation. The study focuses on two telecollaborative projects in which ten participants from one school in Bulgaria and 18 partners from two different schools in Spain took part in dyadic synchronous videoconferencing sessions discussing culture related topics. Various data collection instruments were used: namely, video recordings of the telecollaborative interactions, field observations during the interactions, semi-structured interviews and questionnaires. The study presents both descriptive statistics and qualitative analysis with data from three case studies taking a closer look at their communicative behavior with different telecollaborative partners. The study found that adolescent non-native participants demonstrate differences in interactional behavior and utilize the interactional strategies with varying frequency depending on who their interlocutor is and some crucial factors that need to be taken into consideration when setting up telecollaborative educational projects. Overall, the videoconferencing medium proved to be suitable for learners' putting into practice the skills of discovery and interaction in real time.

Keywords: videoconferencing; telecollaboration; intercultural communication; secondary education; L2 acquisition

“For me it was to see the world, but for my parents it was to learn English”: Desires, strategies and teenage subjectivities in early educational mobility

Codó, Eva

Universitat Autònoma de Barcelona

Teenage educational mobility to English-speaking countries is a booming phenomenon in Spain. Over the last few years, the numbers of (upper) middle class children and adolescents that complete a semester or a year abroad during compulsory secondary education (ESO) has rocketed (Agencia EFE, 2021). Our work with schools located in affluent areas of the Barcelona metropolitan area has revealed that up to 20% of 4th ESO cohorts leave to study abroad. These mobilities are inspired by ideologies of linguistic immersion as the way to acquire and embody a ‘breathtaking English’ (Sunyol, 2021), a fluid, spontaneous and less heavily (Spanish)-accented type of English than the majority (Codó, 2021). In this context, it is of paramount importance to understand the term/year abroad experience from the perspective of the teenagers, as consumers (McDaid, 2020) of the product, which is mostly designed and arranged by their families, and certainly paid for by them. We will dig deeper into the meaning and purpose of this mobility for adolescents and the diverse strategies they deploy both to navigate the emotional hardships they face while abroad and to manage their parents’ anxieties regarding their English improvement—the main reason for families’ investment. These anxieties are, in turn, shaped by parents’ own trajectories with English (Patiño & Mackie, 2021), social class aspirations and linguistic ideologies. We shall draw on a corpus of in-depth ethnographic interviews with 8 Catalan teenagers aged 12 to 16 that were conducted before, during and after their stay abroad. In all cases, we also held interviews with their parents. In our corpus, we have identified two teenage types, i.e., the entrepreneurial and adventurous cosmopolitan who, spurred by the peer group, brings the idea to the home and pushes it forward, and the good-natured, responsible teen who accepts to be sent

abroad out of a sense of (moral) obligation to improve their English. We shall see how these two neoliberal subjectivities define learner types (Doerr, 2015) and shape the educational mobility and its outcomes in distinctive ways. We shall pay particular attention to exploring significant gender differences in shaping these teenagers' engagement with early educational mobilities.

Agencia EFE (2021). 18.000 alumnos se apuntan a estudiar en el extranjero frente a los 10.000 de 2020.

Codó, E. (2021). Non-localizable vs localizable English: New linguistic hierarchies in “democratizing” English in Spanish education. In Tupas, R.; Rubdy, R., & Saraceni, M. (Eds.), *Bloomsbury World English Volume 2: Ideologies*. (pp. 233–252). London/New York, Bloomsbury.

Doerr, N. (2015). Learner subjects in study abroad: Discourse of immersion, hierarchy of experience, and their subversion through situated learning. *Discourse: Studies in the Cultural Politics of Education*, 36(3), 369–382.

McDaid, J. (2020). “Trying to stay ahead and stay relevant”: Aspirations, expectations and practices in and around an English-immersion rugby summer camp in Ireland. MA Dissertation. Universitat Autònoma de Barcelona.

Patiño, A., & Mackie, M. A. (2021). *Language education against all odds*. Paper presented at the V EDiSo International Symposium. 27 Sept-1 Oct 2021.

Sunyol, A. (2021). “A breathtaking English”: Negotiating what counts as distinctive linguistic capital at an elite international school near Barcelona. In Petrovic, J. E., & Yazan, B. (Eds.), *The Commodification of Language: Conceptual Concerns and Empirical Manifestations* (pp. 89–107). London/New York, Routledge.

Keywords: early study abroad; family language policy; adolescent mobility; English language learning; immersion; language ideologies

Heritage languages in Italy

Di Salvo, Margherita

Università degli Studi di Napoli Federico II

The present paper aims at describing the presence, the distribution and the vitality of heritage languages in Italy. The dataset used deals with Census data and data related from the Ministry of Public Education in order to evaluate also the HLs presence in Italian schools. Further data are offered by literature and private no-profit organizations, which operate in migrants' integration and support. I focus on two different levels of analysis. A first level deals with the national situation: I intend to describe 1) the presence and the distribution of heritage language in Italy and 2) the intergenerational transmission. In the second part of the talk, I focus on the main Italian cities (Rome, Milan and Naples) in order to give a picture of the different local Italian realities. The analysis will firstly adopt a macrosociolinguistic perspective in order to better understand the role of HLs in Italian Peninsula. The second aim of the study is to discuss language policies that, since the 70s, the Italian government introduced in order to

promote migrants' integration or, even better, their assimilation. A focus on the more recent guide lines on intercultural education in education will be also offered in order to have a picture of contemporary scenario of HLs in Italy, across migrants' generations and migratory waves. Results of the analysis gave evidence of a strong shift to Italian, which characterize the main national immigrant group, a variation across these groups due to their history of immigration in Italy and, finally, a strong diatopic variation in the three cities investigated.

Keywords: heritage languages; Italy; sociolinguistics; variation; intergenerational transmission

The effects of regular and enhanced captions on incidental vocabulary acquisition

Finger-Bou, Rebeca

Universitat de Barcelona

This study explores the effects of regular and enhanced captions through short exposure to a 25-min documentary on incidental vocabulary acquisition by L1-Spanish/Catalan learners of English. This research work also analyses how the potential vocabulary learning might be affected by individual differences such as previous vocabulary knowledge or language learning aptitude as measured by the LLAMA B and D subtests. Two randomly distributed groups were formed. Group 1 was provided with regular captions, whereas group 2 viewed the same audio-visual material with enhanced captions, which had some target words highlighted in yellow and bold. Vocabulary gains were assessed through pre-, immediate post- and delayed post-tests that tapped into meaning recall, meaning recognition and form recognition knowledge. Pairwise comparisons showed a significant advantage of enhanced captions over regular captions only in within-group scores, which highlights and calls into question the potential advantage of textually enhanced captions. Vocabulary size emerged as the most significant predictor, whereas LLAMA B and D had a non-significant contribution. Level of proficiency in which participants were enrolled at the language school had a significant interaction with time at testing for meaning recall, regardless of experimental condition. Retrospective questionnaires on participants' focus of attention reported an almost unanimous emphasis on captions and comprehension. Participants from the enhanced captions group described mixed opinions about the amount of distraction typographically enhanced items provoked in their attention. Several paired-samples t-tests were conducted to assess whether vocabulary gains were significantly different between answers. Results point towards the suggestion that paying attention to the enhanced items might have helped these participants acquire and retain the target words better. Moreover, from these findings, it could be suggested that being distracted by the typographic enhancement might hinder retention of the previously acquired items. Finally, participants who believed they had retained better those words in yellow had significant gains at both testing times, which suggests that knowledge might have been further retained for those participants that indeed believed they remembered the words in yellow better.

Keywords: multimodal input; (textually enhanced) captions; vocabulary acquisition; individual differences; focus of attention

An action research project in a bilingual classroom in Madrid with the Combined Language Approach

Francis, Catherine and Carpio de los Pinos, Carmen

Universidad de Castilla-La Mancha

In a bilingual classroom elementary educators transmit content and organize activities that develop literacy skills. Teachers use a variety of strategies, but often languages are separated, due to infrastructures and systems (Cummins, 2007). The *CEFR* explains how a student does not store “languages and cultures in strictly separated mental compartments, but rather builds up a communicative competence to which all knowledge and experience of language contributes and in which languages interrelate and interact” (Council of Europe, 2001, p. 4). Beeman and Urow (2013) defend that educators should explicitly place languages side by side for bilingual children to use their knowledge in one language to support learning in another language. In this research the authors analyze the Combined Language Approach (CLA), based on research such as, PTL approach (Meyer *et al.*, 2015), SIOP framework (Echevarría *et al.*, 2017), the Bridge (Beeman & Urow, 2013), and Cooperative Learning (Kagan & Kagan, 2015). This study presents quantitative data obtained during an action research project over the past five years. The sample is composed of bilingual third graders (n=129) with a mean age of 8.37, learning in an international school in Madrid. Approximately 75% speak Spanish at home with parents, meaning that exposure to English is primarily through classroom instruction and social encounters. The experimental group receives instruction with a Combined Language Approach while the control group, with traditional methods. Scores from the NWEA MAP testing in fall and spring are examined. No significant differences are found in the Pre-intervention measure, in the experimental and control groups, which indicates that they are considered equivalent groups. Subsequently, after the treatment, a gain of the experimental group is observed, but not significant. This could indicate that a complementary assessment is needed, in addition to the MAP. A measure that detects sensitive changes to the bilingual learning process, which is what is worked on in the intervention programs. Although the MAP data offers interesting information, to truly gauge learning of bilingual students, additional and different assessments are required. Their creation could be a valuable tool to measure growth in bilingual learners. In today’s interconnected world with less than 200 countries and more than 7000 languages, bilingual education needs to continue evolving with new resources and assessments that support young learners to become successful bilinguals in their future studies and in their professions (Wright *et al.*, 2015).

Keywords: Primary education; second language acquisition; bilingualism; language approach; metacognitive strategies

***Family language policies of non-native bilingual parents raising
bilingual children in monolingual contexts***

García López, María Elena

UNED

Non-Native Bilingual Parenting (NNBP) is an emergent type of bilingual family setting where some parents decide to raise their children bilingually in their second language despite living in monolingual communities where their native language is spoken. However, research into family bilingualism has not yet given it much attention. The present survey study aimed to fill this gap in the literature by exploring the Family Language Policy (FLP) of NNB families and the key factors that affect and shape their attitudes and linguistic practices. That is, the parents' competence in the target language and the children's growing competence in it. Data was collected by means of a parental self-report questionnaire and processed using IBM SPSS statistics software. Descriptive statistics revealed that One Parent One Language (OPOL) was the most common interaction strategy and that most parents used majority language with each other. Besides, the most frequent language socialization practices for this group were identified as well as their common ideologies. Most notably, low reported rates of code-mixing, a very strong impact belief, moderate concern about their non-native model, and the absence of negative opinions towards code-mixing. High degrees of continuity in language choice were also reported. Non-parametric tests found that the parents' level of competence in the target language affected some of their attitudes and practices, but the children's competence did not. The findings from this family based survey helped gain better insights into NNBP and Non-Native Bilingual First Language Acquisition (NNBFLA) children's linguistic environments.

De Houwer, A. (2009). *Bilingual first language acquisition*. Bristol, Buffalo, Toronto, Multilingual Matters.

Döpke, S. (1992). *One parent one language: an interactional approach*. Amsterdam, John Benjamins.

Juan-Garau, M., & Pérez-Vidal, C. (2001). Mixing and pragmatic parental strategies in early bilingual acquisition. *Journal of child language*, 28(1), 59-86.

King, K. A., Fogle, L., & Logan-Terry, A. (2008). Family language policy. *Language and linguistics compass*, 2(5), 907-922.

Pearson, B. Z., Fernandez, S. C., Lewedeg, V., & Oller, D. K. (1997). The relation of input factors to lexical learning by bilingual infants. *Applied Psycholinguistics*, 18(1), 41-58.

Keywords: childhood bilingualism; language planning; language ideologies; language socialization; non-native speakers

Language, curriculum and family mobility in a diversifying private eduscape

Garrido, María Rosa and Codó, Eva

Universitat Autònoma de Barcelona

The Lake Geneva region (Switzerland), with a foreign population of over 40% comprising a third of short-term residents, has a high concentration of private “international” schools. This bilingual education market is divided into English-medium schools following the International Baccalaureate curricula and Swiss bilingual schools (French plus English and/or German) offering both national and international diplomas. They compete among themselves and against the prestigious public education system in French (unlike in other countries). After 2010, a number of processes caused a significant drop in private school enrolment rates. This led international schools to diversify their linguistic and curricular offer to cater for not only short-term *expats* (Yeung, 2016) but also an increasing number of local and “established” transnational families (Sunyol, 2017). This presentation examines a historical Swiss school and a newer English-medium school that have recently diversified their educational offer through bilingual programmes. From a critical sociolinguistic perspective, it analyses the importance attached to the schools’ vehicular language policy as a way of understanding how schools are navigating families’ different understandings of and aspirations for internationality in this private eduscape (Breidenstein *et al.*, 2018). We focus on how different forms of “localisation” are sought by different types of families, what their rationale is, and how they are instantiated by specific curricular and linguistic choices. Drawing on data from focus group with mobile families and institutional documents, we claim that the value of curricula in English to facilitate worldwide mobility is simultaneously conceived as an obstacle to acquiring certain linguistic capitals in the localities where “international” schools are situated. This engenders constant reevaluations of school choice among families and speculations about multilingual curricula at schools. For mobile families, “localisation” does not primarily entail participating locally but the opportunity for children to capitalise themselves to become globally attractive multilingual students and workers.

Breidenstein, G., Forsey, M., La Gro, F., Krüger, J. O., & Roch, A. (2018). Choosing internationally: A case study of globally mobile parents. In Maxwell, C., Deppe, U., Krüger, H.-H., & Helpsper, W. (Eds.), *Elite education and internationalisation: From the early years to higher education* (pp. 161–179). London/New York, Palgrave Macmillan.

Sunyol, A. (2017). Educació multilingüe per a l’era global: El valor de les llengües en una escola internacional. *Treballs de Sociolingüística Catalana*, 27, 269-283.

Yeung, S. (2016). From cultural distance to skills deficits: “Expatriates”, “Migrants” and Swiss integration policy. *Multilingua*, 35(6), 723-746.

Keywords: language policy; language investment; bilingual education; school choice; mobile families

Language, mobility and imagined identities: Transnational experiences of Spanish youth in the UK and beyond

Giampapa, Frances and Kedzierski, Matt

University of Bristol

The desire for English as a linguistic capital and the imagined identities (Kanno & Norton, 2003) linked to this is still a strong driver for many Spanish families' investment in their children's transnational language learning trajectories. Spanish families and their children engage in specific strategies (present, past and future) for 'future proofing' the learning of English in order to reap material and symbolic resources within a competitive labour market. This falls within the different kinds of immersion practices at play within the Spanish context that has been well documented and from which we draw for this current presentation (Codó & Patiño-Santos, 2018; Relaño Pastor, 2018; Relaño Pastor & Fernández Barrera, 2019; See APINGLO-CLM project). Our presentation is situated conceptually within the body of work that has interrogated the marketization and commodification of English (Duchêne & Heller, 2012), and the language ideologies that drive this thirst for the learning of English particularly among young Spanish bilingual speakers. We also engage with the growing literature around family language practices and policies (Curdt-Christiansen, 2016, 2018; Spolsky, 2012; Zhu & Wei, 2016). For this presentation we report on an ongoing critical sociolinguistic and policy research study, and we focus specifically on the past, present and future English learning strategies of Spanish families (see ENIFALPO project 2019). Drawing on a series of ethnographic interviews with young Spanish bilingual speakers and their families, we explore how desires and imaginaries surrounding the English language, culture and imagined identities shape their transnational trajectories, allocation of resources, and their family language policies. Our analysis shows what strategies and logics underpin such practices, and the ways in which young Spanish bilinguals and their families continue to invest in particular identities tied to the globalising of English. We also consider how the current disruptions (i.e. the pandemic and Brexit) are experienced by the families, and how the velocity and asymmetry of today's risks can give rise to new opportunities for some, and exclusions for others.

Codó, E., & Patiño-Santos, A. (2018) CLIL, unequal working conditions and neoliberal subjectivities in a state secondary school. *Language Policy*, 17(4), 479-499.

Curdt-Christiansen, X. L. (2016). Conflicting language ideologies and contradictory language practices in Singaporean bilingual families. *Journal of Multilingual and Multicultural Development*, 37(7), 694-709.

Curdt-Christiansen, X. L. (2018). Family language policy. In Tollefson, J. & Pérez-Milans, M. (Eds.), *The Oxford Handbook of Language Policy and Planning* (pp. 420–422).

Duchêne, A., & Heller, M. (Eds.) (2012). *Language in Late Capitalism: Pride and Profit*. London, Routledge.

Kanno, Y., & Norton, B. (2003) Imagined communities and Educational Possibilities. Special Issue. *Journal of Language, Identity and Education*, 2(4), 241-249.

Relaño Pastor, A. M. (2018). Understanding bilingualism in Castilla-La Mancha: Emotional and moral stancetaking in parental narratives. *RESLA*, 31(2), 578-604.

Relaño Pastor, A. M., & Fernández Barrera A. (2019). The 'native speaker effects' in the construction of elite bilingual education in Castilla-La Mancha: tensions and dilemmas. *Journal of Multilingual and Multicultural Development*, 40(5), 421-435.

Spolksy, B. (2012). Family language policy – the critical domain. *Journal of Multilingual and Multicultural Development*, 33(1), 3-11.

Zhu, H., & Li, W. (2016). Transnational experience, aspiration and family language policy. *Journal of Multilingual and Multicultural Development*, 37(7), 655-666.

Keywords: family language policies; mobility; language ideologies; imagined identities; political economy

El componente afectivo y la pedagogía crítica de la lengua: de las emociones a la conciencia lingüística crítica en las clases de español de herencia

Gómez García, Eva

Brown University y Universidad Nebrija

El desarrollo de la conciencia lingüística crítica, que es el conocimiento de la interconexión de la lengua con las identidades y cuestiones de poder (Alim, 2010), se ha reconocido como un objetivo central de la educación del español como lengua de herencia en Estados Unidos (Beaudrie y Wilson, 2022). Una mayor conciencia crítica del español implica que, por ejemplo, haya un entendimiento de la existencia de ideologías lingüísticas dominantes que no reconocen el valor de las prácticas bilingües. En definitiva, este tipo de conocimiento, aplicado al español que conocen y hablan los hablantes de herencia, los empodera para refutar y cambiar los discursos y prácticas discriminatorias a las que se deben enfrentar por sus prácticas lingüísticas (Beaudrie y Loza, 2022). Esta investigación se interesa por las emociones de los hablantes de herencia respecto a su español y cómo su análisis nos puede ayudar a entender el nivel de conciencia crítica con el que los estudiantes llegan a la clase y su posterior evolución en el curso mediante la aplicación de una pedagogía crítica. Para ello, se analizan las emociones presentes en las autobiografías lingüísticas (AL) de 12 hablantes de herencia escritas en el marco de un curso de español de herencia de nivel intermedio. En primer lugar, se examinan los temas abordados en las AL con el fin de establecer en qué medida los estudiantes aluden a contenido crítico, como las ideologías lingüísticas existentes o el prejuicio sobre el español en EE. UU., así como sus experiencias en relación con su español en diferentes contextos, como el familiar y comunitario o el educativo. En segundo lugar, se observa el uso, por parte de los estudiantes, de los marcadores metadiscursivos de actitud (Hyland, 2005). El estudio de dichos recursos, con los que los hablantes expresan las actitudes personales, tiene como objetivo descubrir las emociones, perspectivas y creencias expresadas por los estudiantes sobre el contenido crítico que compartieron en sus AL. Los resultados muestran que los estudiantes recurren a las emociones para expresar cómo se sienten respecto a su español y que los adjetivos evaluativos son la forma lingüística más empleada para expresar su actitud

afectiva hacia el contenido crítico que comparten. Asimismo, las emociones proporcionan información sobre el nivel de conciencia lingüística de los estudiantes, lo cual resulta fundamental para que la puesta en práctica de una pedagogía crítica de la lengua sea exitosa en el contexto de herencia.

Alim, H. S. (2010). Critical Language Awareness. En Hornberger, N. H., y McKay, S. L. (Eds.), *Sociolinguistics and language education* (pp. 205–230). Tonawanda, NY, Multilingual Matters.

Beaudrie, S. M., y Loza, S. (2022). The Central Role of Critical Language Awareness in Spanish Heritage Language Education in the United States. En Loza, S., y Beaudrie, S. M. (Eds.), *Heritage Language Teaching: Critical Language Awareness Perspectives for Research and Pedagogy* (pp. 1-19). New York, NY, Routledge.

Beaudrie, S. M., y Wilson, D. V. (2022). Reimagining the Goals of HL Pedagogy through Critical Language Awareness. En Loza, S., y Beaudrie, S. M. (Eds.), *Heritage Language Teaching: Critical Language Awareness Perspectives for Research and Pedagogy* (pp. 63-79). New York, NY, Routledge.

Hyland, K. (2005). Stance and engagement: A model of interaction in academic discourse. *Discourse studies*, 7(2), 173–192.

Leeman, J. (2005). Engaging critical pedagogy: Spanish for native speakers. *Foreign Language Annals*, 38(1), 35–45.

Leeman, J. (2014). Critical approaches to teaching Spanish as a local/foreign language. En Lacorte, M. (Ed.), *The Routledge handbook of Hispanic applied linguistics* (pp. 291–308). London, Routledge.

Leeman, J. (2018). Critical language awareness and Spanish as a heritage language: Challenging the linguistic subordination of US Latinxs. En Potowski, K., *The Routledge handbook of Spanish as a heritage language* (pp. 345–358). London, Routledge.

Oxford, R. L. (1995). When emotion meets (meta) cognition in language learning histories. *International Journal of Educational Research*, 23(7), 581–594.

Pavlenko, A. (2007). Autobiographic narratives as data in applied linguistics. *Applied Linguistics*, 28(2), 163–188.

Palabras clave: hablantes de herencia; conciencia lingüística crítica; metadiscurso; marcadores de actitud; emociones

A comparative study of language complexity and CDFs between students from areas with different socio-economic status and bilingual modalities

González Romero, Marta and Llinares García, Ana

Universidad Autónoma de Madrid

In recent decades, CLIL programmes have generated a growing interest in making bilingual education possible and accessible to every student in a multicultural society. One of the main challenges that this approach faces is the necessity to provide students

with linguistic resources to express specific disciplinary and non-disciplinary content in their L2 (Pistorio, 2009; Llinares & Nashaat-Sobhy, 2021). It is also necessary to investigate whether all students in bilingual programs have access to these linguistic resources, regardless of the characteristics of different programs and the levels of exposure to them. In addition, CLIL has been observed by some researchers as the solution to eliminate the “discriminatory effect” in which socioeconomic status correlates with academic proficiency (e.g., Pérez Cañado, 2016). In this scenario, the present paper analyses lexical density, academicness and grammar complexity in CLIL students' written performance, responding to a prompt eliciting cognitive discourse functions (Dalton-Puffer, 2013) on the topic of Feminism. We compare students from two schools with different socioeconomic status participating in the Community of Madrid bilingual programme, as well as students participating in the two different modalities of this programme, Bilingual Section and Bilingual Programme, in each of the schools. The differences between Bilingual Section and Bilingual Programme lie in the students' exposure to English. The results show significant differences between bilingual modalities in terms of academicness and lexical and grammatical complexity, as Bilingual Section students show more developed “academic” English skills as well as greater command of the different logico-semantic relations. However, no significant results were found between the schools with different socioeconomic status. In addition, different CDFs seem to trigger different clause complexes and logico-semantic relations.

Keywords: CLIL; lexical density; academicness; grammatical complexity; CDFs; SFL

Student perception of CLIL: The case of Andalucía

Granados, Adrián

Universidad Pablo de Olavide

Surveys are a common tool to unveil and understand stakeholders' perception of CLIL. Although research focuses mostly on teachers' viewpoint, there are also studies examining parental and student perspectives. In the case of Andalucía, however, there has been no large-scale evaluation of learners' perception since Lorenzo *et al.* (2010). More recent studies, such as Lancaster (2016) and Barrios & Milla Lara (2018), surveyed 692 and 544 students, respectively. This study, which makes part of a larger project (Lorenzo & Granados, 2020; Lorenzo *et al.*, 2021) aims to make a second large-scale evaluation of the student perception of CLIL in Andalucía, ten years after the first one. To this purpose, 58 CLIL schools were selected by stratified random sampling, controlling for socioeconomic status and geographical distribution in the region of Andalucía. Half of the schools were primary schools (average students between 6 and 12 years of age), and the other half were secondary schools (average students between 12 and 16 years of age). All of them were English CLIL schools. The students in the final year of each school (a total of 3025 students) were surveyed. The survey, which was in Spanish, consisted of close-ended questions addressing CLIL methodology, L2 use, and extramural support. Questions covered how often students did certain activities in class, which were their favourite ones, how often and for which purpose they used the L2 during content classes, what complementary activities they did at home and whether they thought that learning through an L2 was affecting their content acquisition. Results

show that, even if CLIL students have an overall positive attitude towards the programme, their preferred activities do not match the ones most frequently used in class. They also manifest that there is an imbalance between written and oral L2 use, oral communication playing a secondary role. Furthermore, differences between primary and secondary students' perception are observed.

Barrios, E., & Milla Lara, M. D. (2018): CLIL methodology, materials and resources, and assessment in a monolingual context: an analysis of stakeholders' perceptions in Andalusia. *The Language Learning Journal*, 48(1), 60-80.

Lancaster, N. K. (2016). Stakeholder perspectives on CLIL in a monolingual context. *Canadian Center of Science and Education*, 9(2), 148-177.

Lorenzo, F., & Granados, A. (2020). One generation after the bilingual turn: Results from a large-scale CLIL teachers' survey. *Estudios de Lingüística Inglesa Aplicada*, 20, 77-101.

Lorenzo, F., Casal, S., & Moore, P. (2010). The Effects of Content and Language Integrated Learning in European Education: Key Findings from the Andalusian Bilingual Sections Evaluation Project. *Applied Linguistics*, 31(3), 418–442.

Lorenzo, F., Granados, A., & Rico, N. (2021). Equity in Bilingual Education: Socioeconomic Status and Content and Language Integrated Learning in Monolingual Southern Europe. *Applied Linguistics*, 42(3), 393–413.

Keywords: student perception; CLIL; Andalucía; L2 use; CLIL methodology

The English language - threat or benefit to the state language in post-Soviet Georgia

Gvarishvili, Zeinab and Gumbaridze, Zhuzhuna

Batumi Shota Rustaveli State University

The present paper aims at studying the overall linguistic landscape of contemporary Georgia. It also deals with discussion of such issues as causes and effects of bilingualism in Georgia as well as existing and possible outcomes of vast borrowings from English language and threats to purity of national language as a consequence. Throughout its historical development, Georgia was tightly connected with many foreign countries due to various historical and cultural events. The country has sustained experience of having multilingual society. Even though the Georgian language was constantly under the influence of different languages (Arabian, Persian, Turkish), the importance of the purity of national language was always recognized as an issue of pivotal importance as it was considered as a powerful marker of national identity, fostering transformation of multi-ethnic society into unified nation. The issue of language survival became especially crucial throughout the last three centuries. Taking into the consideration historical fact that Georgia was first incorporated in Russian Empire, and later in the Soviet Union, the Georgian language underwent so-called “Russification” process that resulted in emergence of bilingual society in which Russian language acquired the status of lingua franca living no space to other foreign languages rather than Russian. However, dissolution of the Soviet Union and recent pro-Western politics of Georgia have paved a

road to new possibilities of rising linguistically diverse, multiethnic and multilingual society. Being on the crossroads of Europe and Asia, Georgia has regained its commercial and cultural relationships with foreign countries that resulted in establishing foreign companies demanding on Georgian citizens with high fluency in foreign languages. On the other hand, it became the reason of high-scale migration of foreigners to Georgia both for temporary and permanent living purposes that resulted in formation of multilingual society as such. Under the circumstances, the Georgian language has faced the problem of language purity due to unprecedented influx of English loan words leading to corruption of language with Elitisms, barbarisms and loan calques that undoubtedly has affected the development of language.

Keywords: loan words; Russification; contact of languages; national identity; language purity

English as a lingua franca: A case study for upper-intermediate language learners

Hernández Martínez, Pilar

UNED

English is no longer the language belonging to about 375 million native English speakers. It is also an international language spoken by more than a billion of second and foreign language users. The models used to teach English as a second or foreign language have traditionally been mainly native speaker models. However, in the last few years, a large number of researchers have suggested integrating an English as a lingua franca model into the English classroom because it has a lot of benefits for international communication. International intelligibility is now the main goal and the best way to improve it is by using accommodation skills. This gradual change of focus is taking place in an era where digital humanities and information and communication technology are part and parcel of the learning and teaching process. In this work a case study has been carried out in order to analyse results on the topic. The main hypothesis being studied in this case study is that English students need more awareness and exposure to EIL in order to become more confident and more intelligible language users. Additionally, other hypotheses have been taken into account in this research, the main ones being that most students in this research study lack confidence as regards their own oral performance, most learners would like to speak like natives, they do not tend to consider themselves EIL speakers, they find non-native English speakers easier to understand than native ones, they would prefer to have a native English speaker as their English teacher, and, as a general rule, most students have a wide repertoire of accommodation skills to understand others and to make themselves understood. They will prove to be right or wrong after analysing the result of a questionnaire passed to a sample of B2 level students at an Official School of Languages.

Ananiadou, S., McNaught, J., Thompson, P., Rehm, G., & Uszkoreit, H. (2012). *The English Language in the Digital Age*, New York, Springer.

Holliday, A. (2006). Native-Speakerism. *ELT Journal*, 60(4), 385-387.

- Jenkins, J. (2000). *The Phonology of English as an International Language*. London, Oxford University Press.
- Jenkins, J. (2002). A sociolinguistically based, empirically researched pronunciation syllabus for English as an international language. *Applied linguistics* 23.1, pp. 83-103.
- Jenkins, J. (2012). English as a Lingua Franca from the classroom to the classroom. *ELT Journal*, 66(4), 486-494.
- Sifakis, N. C. (2014). *Towards a transformative framework for the professional preparation of ELF teachers*.
- Sifakis, N. C. (2018). Principles and challenges of ELF for EFL teaching and teacher education: the ELF-awareness perspective. In Cavalheiro, L. (Ed.), *Preparing English language teachers for today's globalized world* (pp. 27-45).
- Sifakis, N., & Bayyurt, Y. (2017). ELF-aware teaching, learning and teacher development. In Jenkins, J., Baker, W., & Dewey, M. (Eds.), *The Routledge Handbook of English as a Lingua Franca*, Routledge.
- Walker, R. (2010). *Teaching the pronunciation of English as a lingua franca*, Vol. 345, Oxford, Oxford University Press.
- Walker, R., Low, E.-L., & Setter, J. (2021). *English pronunciation for a global world*, Oxford University Press, Oxford.

Keywords: English as a lingua franca (ELF); English as an international language (EIL); accommodation strategies; international intelligibility

EFL self-concept and self-reported plurilingual repertoire of students in diverse classroom contexts: What these variables might be telling us about EMI

Ibáñez Miralles de Imperial, Socorro and Trenchs Parera, Mireia

Universitat Pompeu Fabra

In today's multilingual and multicultural universities, students have many and varied options when choosing to start off their undergraduate studies. Precisely, some of them decide to start a degree fully taught in English (EMI). This choice tends to be backed up by the social capital that English has to offer to their curricula and professional future (Block & Khan, 2021). Nevertheless, it seems interesting to ask ourselves if these students see themselves differently than others, regarding their English-as-a-Foreign-Language (EFL) self-concept, especially in a context where foreign speakers of English are not deemed as proficient enough in the social arena (Estupinyà, 2020). Thanks to focusing on this construct, we are able to conduct a study encompassing a social, social psychological and sociolinguistic perspective (Mercer, 2011; Marsh, 2006). It can also be compelling to see whether there are any significant profile differences between full EMI groups and others with fewer subjects in English. Hoping to clear this up, we investigated diverse groups of students who had just started their undergraduate studies at a highly internationalized university in Barcelona with varied ranges of EMI courses in their curricula (from only one or two subjects to the full academic plan). For this study, we

followed a quantitative approach, although we also collected complementary data by means of interviews with some of the participants. We gathered information from nearly ninety students, mostly bilinguals in Catalan and Spanish, with a Sociolinguistic Profile Questionnaire. This questionnaire asked about their linguistic repertoire, including both acquired and learned languages and also any languages currently being studied. Their EFL self-concept was measured with the aids of a scale (Iwaniec, 2014). ANCOVA analyses were carried out, in order to see whether there could be any significant correlations between students' EFL self-concept, linguistic repertoire and degree of EMI in their current undergraduate studies. Statistical results have detected some tendencies following our initial hypothesis that students who had enrolled in full EMI degrees tended to show a different EFL self-concept to that of students in courses with less EMI weight. The self-reported L1 multilingualism or monolingualism variable, regardless of the amount of EMI in students' degrees, also yielded interesting differences that need further exploration with more data. Other variables documented in our qualitative data related to interculturality will be further explored in a subsequent but related study.

Keywords: EFL self-concept; EMI; internationalization; plurilingualism; linguistic repertoire

Translanguaging for festive culture learning and teaching

Iurinok, Evgeniia

Universitat Pompeu Fabra

Recent research on translanguaging demonstrates that it serves not only for enhancing linguistic or metalinguistic development (see e.g. García, 2017; García & Wei, 2015; Cenoz & Gorter, 2022), but that it is also seen as “a powerful means of cultivating a deeper understanding of the world” (Tsokolidou & Skourtou, 2020, p. 232). It creates a culturally sustainable space (Khote & Tian, 2019) where there is room for establishing “links for classroom participants between the social, cultural, community, and linguistic domains of their lives” (Creese & Blackledge, 2010, p. 112). The focus of these studies is usually on how translanguaging benefits the preservation of minority cultures, while it is unclear whether translanguaging promotes or hinders learning about the culture of a typologically distant language. This study tries to answer this question by exploring through fieldwork which translanguaging practices are deployed in a Russian language classroom in order to teach and learn Russian festive culture. The data were collected in one language school in Catalonia during the academic year 2021-2022. One teacher and two groups of learners (n=15), mainly Catalan/Spanish bilinguals, taking the B1 course took part in this study. Classroom observations show that teaching and learning popular Russian festivals primarily happens through Russian and Catalan, though English and Spanish are occasionally deployed by the participants. Spontaneous translanguaging practices such as translation, explication, reinforcement, doubt clarification, opinion expression and intercultural relations construction, to name a few, emerged in classroom discourse. Generally, the study indicates that in moments where the understanding of unknown cultural concepts is required, a translanguaging space facilitates this understanding, whereas a strictly monolingual approach might create cultural incomprehension. The results obtained in this study add to our knowledge of the

understudied Russian/Catalan language pair and can be useful for developing theoretical and practical foundations for introducing translanguaging as a practice in culture teaching and learning, a practice hardly explored in research.

Cenoz, J., & Gorter, D. (2022). *Pedagogical Translanguaging (Elements in Language Teaching)*. Cambridge University Press.

Creese, A., & Blackledge, A. (2010). Translanguaging in the bilingual classroom: A pedagogy for learning and teaching? *Modern Language Journal*, 94(1), 103-115.

García, O. (2017). Problematizing linguistic integration of migrants: The role of translanguaging and language teachers. In Beacco, J.-C., Krumm, H.-J., Little, D., & Thagott, P. (Eds.), *The Linguistic integration of adult migrants/L'intégration linguistique des migrants adultes. Some lessons from research/ Les enseignements de la recherche* (pp. 11-26). De Gruyter Mouton.

García, O., & Wei, L. (2015). Translanguaging, bilingualism, and bilingual education. In Wright, W. E., Boun, S., & García, O. (Eds.), *The handbook of bilingual and multilingual education* (1st ed.) (pp. 223- 240). John Wiley & Sons.

Khote, N., & Tian, Z. (2019). Translanguaging in culturally sustaining systemic functional linguistics: Developing a heteroglossic space with multilingual learners. *Translation and Translanguaging in Multilingual Contexts*, 5(1), 5–28.

Tsokolidou, R., & Skourtou, E. (2020). Translanguaging as a Culturally Sustaining Pedagogical Approach: Bi/Multilingual Educators' Perspectives. In Panagiotopoulou, J., Rosen, L., & Strzykala, J. (Eds.), *Inclusion, Education and Translanguaging. How to Promote Social Justice in (Teacher) Education?* (pp. 219-235). Springer VS.

Keywords: translanguaging; festive culture; classroom; Russian; Catalan

The beliefs, attitudes and knowledge of English teachers about CLIL in Secondary schools in Madrid

Jaén, Marta

Universidad Complutense de Madrid

In the last fifteen years, Europe has witnessed a wide spread of bilingual education programmes. In fact, Content and Language Integrated Learning (CLIL) has emerged as a European construct to refer to the implementation of bilingual education in Europe. One of CLIL's main advantages is precisely that the access to language learning and bilingual education, an invaluable asset in our current global society, is no longer restricted to the socioeconomic elite who can pay for this type of education in expensive private schools (Lasagabaster & Ruiz de Zarobe, 2010). As a consequence of the extension of CLIL to public education, 45% of the children in Primary Education were enrolled in this type of programmes in 2020-2021 in Spain (Ministerio de Educación, 2022). In the same academic year, Madrid, the context of the present study, offered CLIL programmes in 63.6% of the state Secondary schools (Comunidad de Madrid, 2021). In such a scenario of rapid educational and curricular transformation, teachers play a fundamental role. Thus, content teachers teaching their subjects through a foreign

language (mainly English) have received much attention at different levels. One of them is teacher cognition, particularly with the beliefs and attitudes of these practitioners towards bilingual education and CLIL programmes (see Hüttner *et al.*, 2013; Skinnari & Bovellan, 2016). One of the particularities of CLIL programmes is that English as a Foreign Language (EFL) has remained as a school subject. Although It has been argued that the implementation of these programmes has also had profound impact on language teachers' beliefs about language learning or their vision about their own professional role (Dale *et al.*, 2018; Jin *et al.*, 2021; Pavón & Ellison, 2013), the attitudes of EFL teachers are yet to be extensively investigated. Against this backdrop, this study sets out to explore the beliefs, knowledge and attitudes of EFL teachers working in CLIL Secondary settings in Madrid regarding the bilingual education programme. It was designed as a multi-case study in which six EFL teachers from different Secondary schools took part. A mixed-methods approach was followed. First, they were administered a questionnaire consisting mostly of Likert-type scale questions which were analysed following quantitative procedures. Secondly, interviews were conducted with each of the participants and were analysed following a qualitative content approach. The questions were concerned with their beliefs, attitudes and knowledge about CLIL, its outcomes, the role of language in these programmes and their own ideal professional role within them. The results show that the participants' vision about CLIL, its benefits and the role of language diverge but they all believe their contributions as language experts must be considered and regulated properly in the policy. The findings of this study, which could be replicated and extended to more language teachers, can help us design tailored pre-service and in-service teacher education programmes which take EFL teachers' beliefs into account.

Comunidad de Madrid (2021). *Datos y Cifras de la Educación 2021-2022*.

Dale, L., Oostdam, R. J., & Verspoor, M. (2018). Juggling ideals and constraints: The position of English teachers in CLIL contexts. *Dutch Journal of Applied Linguistics*, 7(2), 177-202.

Hüttner, J., Dalton-Puffer, C., & Smit, U. (2013). The power of beliefs: Lay theories and their influence on the implementation of CLIL programmes. *International Journal of Bilingual Education and Bilingualism*, 16(3), 267-284.

Jin, J., Talbot, K. R., & Mercer, S. (2021). EMI teacher identity, language use and reported behaviours in Austrian higher education. In Talbot, K. R., Gruber M., & R. Nishida (Eds.), *The Psychological Experience of Integrating Content and Language* (pp. 33-54). Multilingual Matters.

Lasagabaster, D., & Ruiz de Zarobe, Y. (2010). *CLIL in Spain: Implementation, results and teacher training*. Cambridge Scholars Publishing.

Ministerio de Educación y Formación Profesional (2022). *Estadística de las enseñanzas no universitarias. Curso 2020-2021. Enseñanza de Lenguas Extranjeras*.

Pavón, V., & Ellison, M. (2013). Examining teacher roles and competences in Content and Language Integrated Learning (CLIL). *Linguarum Arena*, 4, 65-78.

Skinnari, K., & Bovellan, E. (2016). CLIL teachers' beliefs about integration and about their professional roles: perspectives from a European context. In Nikula, T., Dafouz,

E., Moore, P. & Smit, U. (Eds.), *Conceptualising integration in CLIL and multilingual education* (pp. 145-169). Multilingual Matters.

Keywords: CLIL; EFL teachers; Teacher beliefs; Teacher attitudes; Teacher knowledge

Language performance in English and German of multilingual German-English children aged 7-10 using LITMUS Sentence Repetition Tasks

Keeshan, Sheila¹; Antonijevic-Elliott, Stanislava¹ and Eikerling, Maren²

National University of Ireland Galway¹;
Martin Luther Universitaet Halle Wittenberg²

Background: Language assessment procedures used currently in Speech and Language Therapy (SLT) are insufficient for multilingual children with language difficulties (Abed Ibrahim & Hamann, 2017). This is due to a lack of comparable assessment tools across languages. The Sentence Repetition Task (SRT; Marinis *et al.*, 2011), help SLTs determine if multilingual children have language disorders.

Aims: This study aimed to profile the language abilities of German-English multilingual typically-developing children aged 7-10.

Methods: Participants (n=9), aged 7-10, were tested online using Zoom. Participants' language exposure was measured using online English/German adaptations of Parental Bilingual Questionnaire; PABIQ (Antonijevic-Elliott, 2020; Hamann & Abed Ibrahim, 2014). Language performance was measured using the parallel English (Marinis *et al.*, 2011) and German SRT (Hamann *et al.*, 2013). Three scores were used; Identical Repetition (IR), Sentence Structure (SS) and Target Structure (TS). Error analysis focused on Function/Content Substitutions, Omissions and Additions.

Results: IR scores were strongly correlated with SS and TS across and within both languages. Substitution of function words in German was the most frequent error type across both languages. Substitution of function and content words were the most frequent error types in English.

Conclusion: Given the strong correlation, it is sufficient to use the IR score for clinical purposes, as this is the simplest and quickest scoring method. Results indicated that multilingual typically-developing children display more substitution errors than omissions or additions, which supports previous research (Gauthier *et al.*, 2012). Future research should compare errors made on the SRTs across; multilingual German-English typically-developing children and children with language disorders.

Keywords: multilingualism; bilingualism; typically-developing children; language assessment; Sentence Repetition Tasks; LITMUS; language disorders; DLD; German-English

What request and refusal strategies do EFL students use during technology-mediated communication?

Kulyagina, Anastasia¹ and Sánchez-Hernández, Ariadna²

Universitat Pompeu Fabra¹; Universidad Complutense de Madrid²

The present paper aims at exploring the second language (L2) pragmatic strategies, specifically of requests and refusals, used by English as a Foreign Language (EFL) students in technology-mediated communication (TMC). For successful communication to take place, individuals need to have knowledge of what is situationally appropriate (Sánchez-Hernández & Alcón-Soler, 2021). Hence, pragmatic competence is considered as a crucial component of today students' ability to communicate with different speakers worldwide (McKay, 2009). As we live in a globalized world where English plays a key role (Tran & Yeh, 2020), the need to investigate the EFL learners' pragmatic skills seems urgent. Also, as nowadays a major part of both academic and personal contacts is carried out within digitally-mediated spaces (Cunningham, 2019), especially via such platforms as emails and Whatsapp messages, we need to account for how to maintain relationships in this medium of communication (González-Lloret & Ortega, 2018) in order to avoid communicative failure and consequently negative interpersonal rapport in the academic sphere (Ishihara & Cohen, 2010). The participants of this study consist of ninety-three first year undergraduate students of the Translation and Interpretation degree at a public university in Spain. Students were asked to complete a discourse completion task that involved request and refusal situations in emails and Whatsapp messages in the academic context. These situations involved different degrees of imposition and varied power and social distance between the interlocutors. Speech act production was measured in terms of appropriateness rate and type of speech act strategies employed. Such aspects as formality, politeness and directness as well as structure and content used in the participants' emails and messages will be illustrated. These results will be discussed in terms of the use of pragmatics in TMC by EFL learners and of the implications for EFL pragmatics teaching and learning. Altogether, the findings of the present study will contribute to the EFL pragmatics acquisition in the TMC field.

Cunningham, D. J. (2019). L2 pragmatics learning in computer-mediated communication. In Taguchi, N. (Ed.), *The Routledge handbook of second language acquisition and pragmatics* (pp. 372-386). Routledge.

González-Lloret, M., & Ortega, L. (2018). Pragmatics, tasks, and technology. *Task-Based approaches to teaching and assessing pragmatics*, 10, 191.

Ishihara, N., & Cohen, A. D. (2010). *Teaching and learning pragmatics*. Pearson Education.

McKay, S. L. (2009). Pragmatics and EIL pedagogy. *English as an international language: Perspectives and pedagogical issues*, 11, 227-241.

Sánchez-Hernández, A., & Alcón-Soler, E. (2021). Pragmatic Instruction in English as an International Language. In Tajeddin, Z. & Alemi, M. (Eds.), *Pragmatics Pedagogy in English as an International Language* (pp. 95-116). Routledge.

Tran, T. M. T., & Yeh, A. (2020). Keeping it Real: Vietnamese-English Pragmatic Representations in EFL Textbook. *International Journal of Language and Literary Studies*, 2(1), 1-20.

Keywords: pragmatic competence; requests; refusals; technology-mediated communication; English as a Foreign Language

La emergencia de una sociodidáctica online de las lenguas minorizadas en contextos romances de diglosia

Llamedo Pandiella, Gonzalo

Universidad de Oviedo

En los contextos diglósicos actuales, la educación constituye un pilar esencial para avanzar en la normalización social de las lenguas minorizadas y la alfabetización de sus respectivas comunidades de hablantes, con la finalidad de garantizar una transmisión intergeneracional de dichas lenguas y su presencia activa en los distintos ámbitos y registros cotidianos (Campos, 2018; Giralt y Nagore, 2019). Sin embargo, la pandemia de la Covid-19 ha obligado, en muchos casos, a rediseñar los cursos oficiales que se celebraban en modalidad presencial, recurriendo al auxilio de las nuevas tecnologías para evitar su interrupción y acomodarlos a la modalidad telemática, o, incluso, inaugurar nuevas experiencias formativas digitales. Si bien es sabido que la posibilidad de estudiar a distancia existe desde hace varias décadas (Suari, 2020), la novedad de esta situación reside en el protagonismo que han adquirido estas iniciativas, como consecuencia de su crecimiento exponencial, de su difusión en las redes sociales y de las innovaciones metodológicas que las han acompañado, ante la necesidad de responder a un nuevo escenario de aprendizaje, condicionado por la deslocalización, los desfases horarios y la hibridación cultural (Giaccardi y Magatti, 2020; Marra y Dal Negro, 2020). El objeto de este estudio es atender al surgimiento paralelo de formaciones en línea dedicadas a las lenguas minorizadas en varios contextos diglósicos de la Romania, para destacar cómo la modalidad digital ha permitido generar nuevas redes internacionales de estudiantes y articular un discurso normalizador de alcance global. A tal fin, se presentarán de manera comparativa cuatro cursos oficiales para público adulto, dedicados al aprendizaje en línea del mirandés (Bárbolo y Leal), el asturiano (Academia de la Llingua Asturiana, 2018), la fala de Xálima (Manso y Flores, 2019) y el friulano (Heinemann y Melchior, 2015). En especial, se atenderá a la configuración de grupos heterogéneos y rizomáticos, en los que entran en contacto estudiantes pertenecientes a la comunidad lingüística afectada con usuarios internacionales externos, los cuales conciben esta formación como una vía de familiarización y sensibilización con el contexto que rodea a la lengua minorizada. Los resultados evidencian el cambio de paradigma sobrevenido en la concepción de la alfabetización de adultos en contextos diglósicos y abren, asimismo, una línea de trabajo que invita a continuar explorando estos contextos en un doble plano: el de la sociodidáctica de las lenguas minorizadas y el de su normalización lingüística y social.

Palabras clave: sociodidáctica de las lenguas; bilingüismo; lenguas minoritarias; lenguas romances; internet

Spanish as a Foreign Language in care homes: Pre-service teachers' kit for senior learners

López Medina, Beatriz

Universidad Complutense de Madrid

Learning is an experience that happens throughout the lifespan. This fact has been highlighted since the late sixties, when the UNESCO and the Council of Europe provided a framework for lifelong learning. Nowadays, over 50 years later, the access to knowledge from different learning environments is guaranteed for all kinds of individuals, and senior learners are not an exception. Led by the increase in life expectancy and the benefits of keeping an active brain, the elderly have become active learners in numerous areas, including as foreign languages. This talk presents the outcomes of a real learning experience carried out by pre-service teachers from a School of Education in Madrid and is related to (very) senior learners: After learning about the cognitive benefits of learning languages involving all ages, but mainly the elderly, students from Primary and Secondary Education degrees prepare a “teaching kit” to be used in Scottish care homes senior students who learn Spanish as a foreign language and by their teachers. The kit comprises a three-session-training designed by Master students and addressed to volunteers who teach languages to senior learners; it also includes a collection of classroom materials created by undergraduate students of the Education degree. Experts in teaching languages to senior learners located in Scotland receive the materials to be piloted in care homes and provide participants with feedback on their work. In order to carry out this experience, both Master students and undergraduates complemented their university classes with online training from the Open University (course on Learning Languages with Senior Learners). They learnt about specific features of learning languages at a late stage in life (Bossio, 2019) and the effect on physical and mental health -decrease in cognitive decline and dementia (Bialystok *et al.*, 2016). They also read about the link between bilingualism and cognitive reserve (Costa, 2017), and about the importance of engaging senior students in social activities while learning languages (Pikhart & Klimova, 2020). Finally, the importance of learning languages through culture (Clouet, 2005) was also addressed in class time and in the participants' independent learning. During the talk, the whole experience will be analysed including process, product and feedback from the stakeholders. Finally, samples of the videotaped lessons and materials together with their potential didactic implications will be provided.

Bialystok, E., Abutalebi, J., Bak, T. H., Burke, D. M., & Kroll, J. F. (2016). Aging in two languages: Implications for public health. *Ageing Research Reviews*, 27, 56-60.

Bossio, N. (2019). Language Learning in the Third Age. *Geopolitical Social Security and Freedom Journal*, 2(1), 21-36.

Clouet, R. (2005). Between one's own culture and the target culture: the language teacher as intercultural mediator. *Porta Linguarum*, 5, 53-62

Costa, A. (2017). *El cerebro bilingüe*. Editorial Debate.

Pikhart, M., & Klimova B. (2020). Maintaining and Supporting Seniors' Wellbeing through Foreign Language Learning: Psycholinguistics of Second Language

Keywords: senior learners; cognitive aging; foreign language teaching

Crianza bineolingüe o crianza bilingüe en familias no nativas en el contexto de su lengua principal: hábitos lingüísticos y estrategias

Lozano-Martínez, Laura

UNED

El bilingüismo en la infancia se asocia comúnmente a dos agrupamientos de casos generales: a aquellos que viven en una comunidad bilingüe y a aquellos que han emigrado con sus familias y utilizan la lengua de herencia (LH) en el hogar. Sin embargo, existe un gran grupo de niños progresivamente creciente en el mundo que son criados de manera bilingüe en una lengua extranjera (LE) para su familia. Las publicaciones al respecto como las de Saunders (1982; 1988) o Jernigan (2015) aún son escasas, por lo tanto, es necesario determinar las variables que intervienen en las familias que utilizan una lengua que no es la lengua materna de ninguno de sus miembros y tampoco una lengua oficial en la comunidad en la que viven para retratar este fenómeno sociolingüístico emergente de manera apropiada y analizarlo (Lozano-Martínez, 2019). Criar un hijo bilingüe implica numerosas ventajas (Baker, 2014; Bialystok; 2001; Romaine, 1995). Sin embargo, el uso de una LH y el uso de una LE conduce a algunos hábitos lingüísticos y estrategias diferenciados. En este sentido, Una Persona-Una Lengua (UPUL u «OPOL») es probablemente la estrategia más popularmente conocida, pero de acuerdo con los resultados de este estudio, en la Crianza BiNeoLingüe UPUL no es la estrategia más frecuente. En este estudio cuantitativo de un total de 2010 familias que participaron en un cuestionario fueron identificadas 571 que empleaban el inglés como LE en el hogar. Otra de las conclusiones del estudio consiste en que las estrategias y los hábitos lingüísticos dependen de las posibilidades y características de cada familia BiNeoLingüe, así como de sus expectativas y creencias.

Baker, C. (2014). *A Parents' and Teachers' Guide to Bilingualism* (Fourth ed.). Bristol, Multilingual Matters.

Bialystok, E. (2001). *Bilingualism in Development. Language, Literacy and Cognition*. Cambridge, Cambridge University Press.

Jernigan, C. (2015). *Family Language Learning: Learn Another Language, Raise Bilingual Children* (Vol. 19). Bristol, Multilingual Matters.

Lozano-Martínez, L. (2019). Myths and challenges on Raising Bilingual Children in English by Non-Native Parents in Spain. *ELIA: Revista Española de Lingüística Inglesa Aplicada* (Monográfico I), 235-264.

Romaine, S. (1995). *Bilingualism* (2nd ed.). Oxford, Blackwell Publishers.

Saunders, G. (1982). *Bilingual Children: Guidance for the Family*. Clevedon, Multilingual Matters Ltd.

Saunders, G. (1988). *Bilingual Children: From Birth to Teens*. Philadelphia, Multilingual Matters.

Palabras clave: bilingüe; no nativo; lengua extranjera; BiNeoLingüe; crianza; educación

Service-Learning and parents' beliefs about the importance of EFL in their children's future in Carabanchel (Madrid)

Martín González, Daniel

Universidad Complutense de Madrid

English Language Teaching has adopted a more critical perspective in the last years (Kubota & Miller, 2017), putting emphasis on concepts such as social justice (Hawkins, 2011; Hastings & Jacob, 2016). However, pre-service and future English teachers in Spain still need to prepare for the context of a society that still distrust bilingual education. In fact, the Spanish press continuously releases ambivalent news about bilingualism and bilingual education, leading to families' bewilderment about the so-called benefits of learning curricular contents in primary and secondary education in an L2. Therefore, as future English teachers' trainers, we need to raise awareness about non-idealist contexts of education. For instance, they must prepare for the so-called "hidden curriculum". "In many classrooms, the main focus of learning has been reduced to the maintenance of control, the consumption of information, and the passing of exams" (Sowton, 2021, p. 29). This type of situations is normally faced in more deprived areas of large cities like Madrid, where teachers become social educators more than EFL experts. Unluckily, in most of the public schools located in these areas, bilingual sections are regarded with suspicion and understood as elitist by other students. For the purpose of training future English teachers who are ready to disseminate the benefits of bilingual education in Spanish, a Service-Learning project (Kaye, 2003; De la Cerda *et al.*, 2009; Puig *et al.*, 2011; Aramburuzabala, 2013; Reyes, 2009; Sandaran, 2012; Sotelino-Losada *et al.*, 2021) is taking place since the course 2021/2022 at Universidad Complutense de Madrid which brings together university professors, primary and secondary school teachers, and undergraduate and graduate students of EFL teaching programs. This presentation will thus shed light on the project's main participants and objectives, as well as describe its procedures and current implementation. Additionally, we will present parents' beliefs about bilingual education in the neighborhood of Carabanchel (Madrid). We will interview two different families (who also belong to two different social strata and who have unparallel levels of formal education) and their conception of the importance of English in their children's life and future careers.

Aramburuzabala, P. (2013). Aprendizaje-Servicio: una herramienta para educar desde y para la justicia social. *Revista Internacional de Educación para la Justicia Social*, 2(2), 5–11.

Cerda, M. de la, Graell, M., Martían, X., Muñoz, A., & Puig, J. M. (2009). Aprendizaje servicio: ejemplos y definiciones. In J. M. Puig (Ed.), *Aprendizaje servicio (ApS). Educación y compromiso cívico* (pp. 15-32). Barcelona, Editorial Graó.

- Hastings, C., & Jacob, L. (2016). *Social Justice in English Language Teaching*. Alexandria, VA, TESOL Press
- Hawkins, M. R. (2011). *Social Justice Language Teacher Education*. Tonawanda, NY, Multilingual Matters.
- Kaye, C. B. (2003). *The complete guide to Service Learning. Proven, practical ways to engage students in civic responsibility, academic curriculum & social action*. Minneapolis, Free Spirit Publishing.
- Kubota, R., & Miller, E. R. (2017). Re-examining and re-envisioning criticality in language studies: Theories and praxis. *Critical Inquiry in Language Studies*, 14, 129-157.
- Puig, J. M., Gijon, M., Martín, X., & Rubio, L. (2011). Aprendizaje servicio y educación para la ciudadanía. *Revista de Educación*, Edición especial, 45-67.
- Reyes, A. R. (2009). *Incorporating Service-Learning into the ESL Curriculum: What Aspiring Practitioners Need to Know*. Unpublished master's dissertation. University of Massachusetts Boston.
- Sandaran, S. C. (2012). Service-learning: Transforming students, communities and universities. *Procedia-Social and Behavioral Sciences*, 66, 380-390.
- Sotelino-Losada, A., Arbués-Radigales, E., García-Docampo, L., & González-Geraldo, J. L. (2021). Service-Learning in Europe. Dimensions and understanding from academic publication. *Frontiers in Education*, 12.
- Sowton, C. (2021). *Teaching in challenging circumstances*. Cambridge: Cambridge University Press.

Keywords: service-learning; bilingual education; EFL; parents' beliefs

El aprendizaje del vocabulario en una L3: influencia de la enseñanza bilingüe en la L2

Maya Retamar, Guadalupe de la y López-Pérez, Magdalena

Universidad de Extremadura

El aprendizaje de lenguas extranjeras es uno de los retos educativos que más interés ha suscitado en las últimas décadas, convirtiéndose en un área prioritaria de las políticas educativas, tanto europeas como nacionales y regionales. Esto ha incentivado acciones encaminadas al desarrollo del plurilingüismo (Coste *et al.*, 2009), aumentando la presencia de las lenguas en la educación obligatoria y desarrollando nuevos modelos educativos y metodologías innovadoras con la finalidad de mejorar la eficacia de su enseñanza y aprendizaje. Estos nuevos planteamientos han generado un gran número de investigaciones que abordan aspectos particulares de la cada vez más frecuente presencia de tres lenguas en el currículo de los alumnos. Así, entre otras cuestiones, se ha investigado acerca los programas de enseñanza bilingüe, implantados en todo el territorio español, analizándose especialmente los beneficios lingüísticos que supone para los estudiantes implicados. Asimismo, ha emergido un nuevo campo disciplinar, la

adquisición de terceras lenguas, que se ha interesado por las características específicas de este proceso (De Angelis, 2007; Aronin y Hufeisen, 2009). Sobre este tema, la producción científica ha sido mayor en las comunidades bilingües, en las que se ha prestado un interés especial a la influencia que el bilingüismo tiene en la adquisición de la L3 (Cenoz y Jessner, 2000; Cenoz y Hoffmann, 2003; Cenoz, 2013). Por su parte, en las comunidades monolingües, no tenemos conocimiento de que se hayan realizado estudios sobre la adquisición de la L3 ni sobre la influencia que la primera lengua extranjera pueda tener en el aprendizaje de la segunda. La investigación que presentamos aborda el desarrollo de la competencia léxica en la adquisición del francés como segunda lengua extranjera en la Educación Secundaria. Para ello, se han analizado, desde un punto de vista cuantitativo, los datos obtenidos de una muestra compuesta por 81 estudiantes de ESO de un IES de Badajoz, que han cumplimentado un cuestionario de motivación y test para medir el conocimiento receptivo y productivo del vocabulario y su disponibilidad léxica. Además de medir el tamaño del vocabulario y su léxico disponible, se ha analizado la influencia de distintas variables, aunque en esta comunicación nos centraremos en el análisis del modelo de instrucción cursado en la primera lengua (bilingüe o no). Los resultados apuntan a la incidencia significativa que tiene el hecho de cursar una primera lengua extranjera en un programa bilingüe sobre el sobre el aprendizaje léxico de la segunda lengua extranjera.

Angelis, G. de (2007). *Third or additional language acquisition*. Multilingual Matters.

Aronin, L., y Hufeisen, B. (2009). *The Exploration of Multilingualism. Development of research on L3, multilingualism and multiple language acquisition*. John Benjamins.

Cenoz, J., y Jessner, U. (Eds.) (2000). *English in Europe. The acquisition of a third language*. Clevedon, Multilingual Matters.

Cenoz, J., y Hoffmann, C. (2003). Acquiring a third language: What role does bilingualism play? *International Journal of Bilingualism*, 7(1), 1-5.

Cenoz, J. (2013). The influence of bilingualism on third language acquisition: Focus on multilingualism. *Language Teaching*, 46(01), 71-86.

Coste, D., Moore, D., y Zarate, G. (2009). *Compétence plurilingue et pluriculturelle/ Plurilingual and Pluricultural Competence. Division des Politiques linguistiques*.

Palabras clave: plurilingüismo; adquisición de terceras lenguas; enseñanza bilingüe; vocabulario

Bilingüismo en la familia de inmigrantes lituanos: ¿un desafío o una estrategia bien elaborada?

Miliun, Violeta

Universidad de Vigo

La lengua, además de su función comunicativa, también se considera un valor personal, estrechamente relacionado con el origen de uno y sus raíces familiares. La lengua de herencia define la lengua que se aprende y se usa normalmente en el hogar y que no es dominante en el país de residencia (Aalberse *et al.*, 2019). Esta es la lengua de las

minorías lingüísticas y los inmigrantes, y se transmite de una generación a la otra, pese a que dicha lengua entre en contacto con la lengua de acogida, *compitiéndose* con esta diariamente. Los estudios sobre la lengua de herencia y su contacto con otras lenguas en el contexto de migración son conocidos en distintos trabajos (King & Fogle, 2013; Ellis *et al.*, 2018; Liang, 2018; Li, 2020; Karpava, 2021), y suponemos que este tema sigue siendo actual. Por otra parte, todavía hay pocos estudios sobre la población inmigrante de lituanos en España, que en algunas zonas es bastante abundante. En esta comunicación vamos a presentar una investigación realizada con cuatro inmigrantes lituanos de España, que viven en familias mixtas. El objetivo de esta investigación ha sido averiguar cómo conviven la lengua de herencia (lituano) y lengua dominante (español) en dichas familias, y si se da preferencia a una lengua en particular tratándose de la educación de los hijos. Con todos los informantes hemos realizado entrevistas semidirigidas, un método que nos permitió recoger muchos datos útiles sobre la situación lingüística de cada una de estas familias. Los resultados demuestran que la política lingüística familiar, basada en las actitudes lingüísticas de los padres hacia las lenguas, influye mucho en la educación de los hijos en casa y fuera. En la mayoría de los casos analizados se crea un ambiente puramente bilingüe, en el que ambas lenguas conviven sin dificultades. No obstante, unos casos del abandono (in)consciente de la lengua de herencia, dando prioridad a la lengua de residencia, nos llevan a pensar que conseguir el equilibrio lingüístico en una familia mixta es un aspecto condicional.

Aalberse, S., Backus, A., & Muysken, P. (2019). *Heritage Languages. A Language Contact Approach*. Amsterdam/Philadelphia, John Benjamins Publishing Company.

Ellis, E., Sims, M., & Knox, V. (2018). The Challenge of Isolation in Immigrant Family Language Maintenance in Regional Australia. *Journal of Home Language Research*, 3, 17-35.

Karpava, S. (2021). Heritage Language Use, Maintenance and Transmission by Second-Generation Immigrants in Cyprus. En Turcanu-Carutiu, D. (Ed.), *Heritage: New Paradigm* (pp. 1-23).

King, K. A., & Fogle, L. W. (2013). Family language policy and bilingual parenting. *Language Teaching*, 46(2), 172-194.

Li, S. (2020). We only speak Chinese at home. A case study of an immigrant family's Family Language Policy in New Zealand. *He Kupu*, 6(3), 41-50.

Liang, F. (2018). Parental perceptions toward and practices of heritage language maintenance: Focusing on the United States and Canada. *International Studies of Language Studies*, 12(2), 65-86.

Palabras clave: familia; bilingüismo; lengua heredada; lengua de residencia; política lingüística familiar

Challenging government's 'low-intensity language policies' on the ground: Family language policies in Castilian-Spanish dominated Galicia

Nandi, Anik

Universidad del País Vasco y Alliance University

Current research on language policy underscores how top-down policymakers tend to endorse the interests of dominant social groups, marginalize minority languages and attempt to perpetuate systems of socio-lingual inequity (see Tollefson & Pérez-Milans, 2019, for example). In the Castilian-Spanish dominated sociolinguistic terrains of Galicia and Navarre, this article examines the rise of grassroots level actors or agents in form of parents who have decided to contest the government's 'low-intensity language policy' models (see Nandi, 2017, 2018) through various bottom-up efforts. The principal focus of this article is to examine how ideologies, language planning strategies and practices of pro-Galician parents act as instruments of language 'governmentality' (Foucault, 2000) leading to grassroots discourses of resistance. Through their individual as well as collective linguistic practices, as this paper underscores, these parents have the potential to generate visible and invisible language policies on the ground, influencing their children's language choices. Drawing from ethnographic research tools, including observations from field sites, individual interviews and focus groups with parents from the geopolitical region of Galicia, I investigate how these parents exercise their agency and become policymakers in their homes and the community. The endeavour is also to reveal the key challenges they come across while implementing these policies.

Foucault, M. (2000). Governmentality. In Faubion, J. D. (Ed.), *Essential Works of Foucault*, Vol. III (pp. 201–222). Norton.

Nandi, A. (2017). Language Policies and Linguistic Culture in Galicia. *LaborHistórico*, 3(2), 28-45.

Nandi, A. (2018). Parents as stakeholders: Language management in urban Galician homes. *Multilingua*, 37(2), 201-223.

Tollefson, J. W., & Pérez-Milans, M. (2019). *The Oxford Handbook of Language Policy and Planning*. Oxford University Press.

Keywords: low-intensity language policy; family language management; governmentality; Galician; ethnography

Bilingualism and multilingualism in Ukraine: The rollercoaster of language ideologies from the revolution of dignity to the current war

Nedashkivska, Alla

University of Alberta

Ukraine continues to exhibit linguistic diversity with tensions, conflicts and debates. The two major language players Ukrainian and Russian, with other languages that live in Ukraine, including English, spark political, social and ideological discussions of varying magnitudes depending on the types of events and contexts. There have been various peaks of heightened attention to the language question: during the 2014 Revolution of

Dignity (the Maidan revolution); at the time of the 2019 language law implementation; the 2021 introduction of the new Orthography; and now at the time of the Russian war against Ukraine. The present study explores the multiplicity of language ideologies during these key periods, contributing to an ongoing discussion on transformations in language attitudes and ideologies of the post-Maidan multilingual Ukraine (Kulyk, 2018; Bilaniuk, 2015, 2017). The focus is on how various media players contribute to the production and reproduction of language ideologies within a setting of change, conflict, and war. The study relies on Kroskrity's (2000, 2004) views on language ideologies, which are studied as various conceptions and beliefs about language(s) and language practices, and also as constructions of language image, place and role in a community. All of these conceptions index certain belongings, boundaries, and specific interests of members of a community. Data is drawn from media texts, which are explicitly devoted to language matters in Ukraine. The selected texts are from a number of Ukrainian media that emerged during the studied time periods of heightened attention to language questions outlined above, including the most current texts collected during the war. All of the texts are studied as 'ideological sites' (Silverstein, 1979), which construct specific ideological tendencies of a community. The primary focus is on how situations of political unrest and war trigger change and ideological expression in, with, and through the language. The discourse analysis, informed by the theoretical framework of van Dijk (1995), considers both verbal and visual texts relying on the premises of the multimodal analysis (Kress & van Leeuwen, 1996/2006). The results of both verbal and visual analyses allow to discuss the positionality of multiple and diverse online communities in producing and shaping beliefs and feelings with respect to languages in Ukraine at different peaks in time, representing a multitude of voices and positions. In sum, the study explores how media texts contribute to the production and reproduction of language ideologies, particularly during the war, thereby contributing to our understanding of the many facets of the multilingual and diverse Ukraine.

- Bilaniuk, L. (2015). *Discourses of Language in the Zones of Conflict: Ideologies of Language in Wartime*. Conference paper, ASEES conference, Philadelphia, Nov. 20.
- Bilaniuk, L. (2017). Ideologies of Language in Wartime. In Bertelsen, O. (Ed.), *Revolution and War in Contemporary Ukraine* (pp. 139-60). Stuttgart, Germany, Verlag Press.
- Kress, G., & van Leeuwen, T. (1996/2006). *Reading Images: The Grammar of Visual Design*. London, Routledge.
- Kroskrity, P. V. (2000). Language ideologies—Evolving Perspectives. In Ostman, J-O., Verschueren, J. & Jaspers, J. (Eds.), *Society and language use* (pp. 192-205). Amsterdam & Philadelphia, John Benjamins Publishing Company.
- Kroskrity, P. V. (2004). Language Ideology. In Duranti, A. (Ed.), *Companion to linguistic anthropology* (pp. 496-517). Blackwell, Oxford.
- Kulyk, V. (2018). Between the “Self” and the “Other”: Representations of Ukraine’s Russian-speakers in Social Media Discourse. *Language, Identity and Ideology in Ukrainian Media. Special Issues of East/West: Journal of Ukrainian Studies*, V(2): 65-88.

Silverstein, M. (1979). Language structure and linguistic ideology. In Cline, R., Hanks, W., & Hofbauer, C. (Eds.), *The elements: A parasection on linguistic units and levels* (pp. 193–247). Chicago, University of Chicago Press.

Van Dijk, T. (1995). Discourse Analysis as Ideology Analysis. In Schäffner, C., & Wenden, A. (Eds.), *Language and Peace* (pp. 17-33). Aldershot, Dartmouth Publishing.

Keywords: language ideologies; social media; language practices; Ukrainian

***Spanish mothers' recreating English immersion environments at home:
Imaginaries, strategies, investments, and dilemmas***

Nieto Moreno de Diezmas, Esther and Fernández Barrera, Alicia

Universidad de Castilla-La Mancha

This contribution delves into the increasing phenomenon in Spain consisting in the adoption of family language policies (FLP) (Curdt-Christiansen, 2018; King *et al.*, 2008; Soler, 2019) aimed at providing English immersion environments at home. As a consequence of neoliberalism and globalization processes (Martín Rojo & Del Percio, 2019), foreign language proficiency has gained additional values in terms of mobility for social agents seeking better future conditions in the labour market. In this vein, families' desire to provide extensive opportunities for English learning has become a sign of 'good parenting'. For the purpose of the present study, these good parenting practices are understood as the ways in which Spanish families, mostly mothers, with Spanish as their mother tongue, invest in recreating immersion environments at home, thus intending to bridge "the language gap" (Avineri *et al.*, 2015). The main objectives this research aims at achieving are the following: a) to detect recurrent strategies mothers implement in order to provide extensive exposure to English language; b) to explore the language ideologies which inform these practices; and c) to analyse personal, emotional and economic investments along with gender issues emerging within these practices. The data analysis presented belongs to an ongoing research project —ENIFALPO— drawing on qualitative approaches. Data collection includes semi-structured interviews conducted with families of different backgrounds and profiles. Preliminary results indicate that the mothers interviewed are highly motivated to raise their children bilingual, since, in their imaginaries, they attribute a wide range of benefits to their children's English proficiency, including achieving a brighter professional and personal future, holding better positions with open doors to global experiences. English language learning planning is also analysed from a gender perspective, since mothers seem to systematically be responsible for family language policy and are the main agents when it comes to recreating English immersion at home. The transformations emerging through the family socialization practices this schema entails, along with dilemmas, personal investment, and sacrifices will be discussed in this presentation.

Avineri, N., Johnson, E., Brice-Heath, S., McCarty, T. L., Ochs, E., Kremer-Sadlik, T., & Paris, D. (2015). Invited forum: Bridging the "language gap". *Journal of Linguistic Anthropology*, 25(1), 66–86.

Curdt-Christiansen, X. L. (2018). Family language policy. In Tollefson, J. & Pérez-Milans, M. (Eds.), *The Oxford Handbook of Language Policy and Planning* (pp. 420–422).

King, K. A., Fogle, L., & Logan-Terry, A. (2008). Family language policy. *Language and Linguistics Compass*, 2(5): 907-922.

Martín Rojo, L., & Percio, A. del (Eds.) (2019). *Language and Neoliberal Governmentality*. London, Routledge.

Soler, J., & Roberts, T. (2019). Parents' and grandparents' views on home language regimes: Language ideologies and trajectories of two multilingual families in Sweden. *Critical Inquiry in Language Studies*, 16(4), 249-270.

Keywords: family language policy, immersion practices, good parenting, language ideologies, English learning

Students' understanding of internationalisation of higher education: The case of business students

Orduna Nocito, Elena

Universidad Complutense de Madrid

The internationalization process that Higher Education Institutions (HEIs) are undergoing is certainly complex and involves many stakeholders (Dimova *et al.*, 2015). European Universities are making a notable effort to respond to the demands of the current globalized and multicultural society by creating new educational opportunities to gain prestige internationally and to attract international academic talent to their community (students, teachers, researchers, and staff). Against this backdrop, many universities are implementing English Medium Education programs (EME) (Dafouz & Smit, 2020) to enhance the internationalization of the curriculum and, as a corollary, give English a more prominent role in the teaching, learning and research activity developed (Doiz, Lasagabaster & Sierra, 2013). Research in EME has been mainly approached from a management perspective, focusing on language policies, strategies, the role of languages, the learning outcomes, etc. (Cots, Llorca & Garret, 2014). There is also an interesting amount of research from the point of view of lecturers, unveiling the numerous linguistic, pedagogical and cultural challenges EME programs entail (Lasagabaster, Doiz, Gómez & Kopinska, 2021). However, there is scarcity of research in analyzing the perspective of one of the main stakeholders in the process: students. Their perspective, experiences, and language needs, especially from a disciplinary perspective, are still unexplored (Ismailov *et al.*, 2021). Three main research questions are here. This paper aims at contributing to the field of EME trying to answer to the following research questions: first, what are students' beliefs about internationalization and, second, what use do they make of the L1 and L2 in their learning process. The study adopts an explicit focus on the students' perspectives towards this phenomenon and the role of the L1 and L2 in the development of disciplinary literacies (DLs). Within the theoretical framework of Road Mapping (Dafouz & Smit, 2016, 2020), a quantitative study is carried out with data collected from 63 business students enrolled in EME programs in a private university in Madrid. The data gathering tool consists of a questionnaire developed by

SHIFT project members in which students are asked to respond using 1-5 Likert scales. Descriptive and inferential statistics are used to analyze data. Findings shed light on students' beliefs and reveal important information that could be used to enhance language policy documents, make internationalization strategies more sustainable and introduce new teaching and learning practices in Higher Education.

Cots Caimons, J. M., Llorca, E., & Garrett, P. (2014). Language policies and practices in the internationalisation of higher education on the European margins: an introduction. *Journal of Multilingual and Multicultural Development*, 35(4), 311-317.

Dafouz, E., & Smit, U. (2020). *ROAD-MAPPING English Medium Education in the Internationalised University*. Cham, Switzerland, Palgrave Macmillan.

Doiz, A., Lasagabaster, D., & Sierra, J. M. (Eds.) (2013). *English-medium instruction at universities: Global challenges*. Bristol, UK, Multilingual Matters.

Domiva, S., Hultgren, A. K., & Jensen, C., (Eds.) (2015). *English-medium instruction in European Higher education: English in Europe*, Volume 3. Berlin, München, Boston, De Gruyter Mouton.

Ismailov, M., Chiu, T. K. F., Dearden, J., Yamamoto, Y., & Djalilova, N. (2021). Challenges to Internationalisation of University Programmes: A Systematic Thematic Synthesis of Qualitative Research on Learner-Centred English Medium Instruction (EMI) Pedagogy. *Sustainability*, 13, 12642.

Lasagabaster, D., Doiz, A., Gómez Lacabex, E., & Kopinska, M. (2021). *Learning history in English: Language-related materials for students*. Servicio Editorial UPV/EHU.

Keywords: bilingualism; EME Program; internationalization of HE; student's beliefs

A revision of (inter)cultural awareness in CLIL teacher Education

Otto, Ana¹ and Serrano, Elena²

Universidad Complutense de Madrid¹; Universidad de Alcalá²

With the development and widespread implementation of bilingual education and the CLIL approach in numerous educational systems, a review of the concepts of culture, intercultural competence (IC), multiculturalism and their meaning in the classroom is necessary. The 4Cs of CLIL, Content, Communication, Cognition and Culture, have so far been the cornerstone of the methodological and organizational changes within schools and their classrooms. Language and content teachers work together in the development of didactic units that combine curricular and administrative requirements and the need to adapt the contents and the methodology used to a didactic unit containing the 4Cs of CLIL for an improvement in both the theoretical knowledge and the communication of the students. Thus, the Content, Communication and Cognition components are the object of a multitude of studies since they are the cornerstone of the development of didactic units and their materials. However, the Cultural component is not always properly developed within the classroom as it tends to have a sporadic character, more focused on festivities and celebrations than on culture itself understood

as interculturality (Bertaux *et al.*, 2010), multiculturalism (Lagou & Zorbas, 2020; Gómez-Parra, 2020; Menéndez García, 2012), mediation, which according to the CEFR, occupies an important place in the normal linguistic functioning of our societies, and even include meanings such as collaboration, citizenship, community or coexistence (San Isidro, 2017). It is, therefore, a concept that must be under constant review, precisely, because of the economic, technological and social changes that are occurring in our society today. This new conception of culture as an integrating and interdisciplinary element in bilingual education forces teachers to a permanent reconceptualization of their professional competencies (Otto & Serrano, in press; Pérez-Cañado, 2018) in order to successfully adapt classroom activities, concepts and resources to the new needs of a constantly changing society. The purpose of this talk is to review the existing literature on culture in CLIL, and to create a new framework that will serve to train future teachers in this field.

Gómez-Parra, M. (2020). Measuring intercultural learning through CLIL. *Journal of New Approaches in Educational Research (NAER Journal)*, 9(1), 43-56.

Lagou, F., & Zorbas, V. (2020). Promoting Intercultural Communicative Competence through CLIL in Greek Primary Education. *Language Teaching Research Quarterly*, 17, 1-19.

Marsh, D., Mehisto, P., Wolff, D., & Frigols Martín, M. J. (2012). *European framework for CLIL teacher education*.

Méndez García, M. D. C. (2012). The potential of CLIL for intercultural development: a case study of Andalusian bilingual schools. *Language and Intercultural Communication*, 12(3), 196-213.

Otto, A. & Serrano-Moya, E. (2022). Hacia una Conceptualización de la Formación CLIL: Las perspectivas de los futuros docentes en un contexto universitario. In Guijarro Ojeda, J., & Ruiz Ceclia, R. (Eds.), *Research and Innovation in Foreign Language Teaching* (pp. 453-475). Tirant Lo Blanch.

Pérez Cañado, M. L. (2018). Innovations and challenges in CLIL teacher training. *Theory Into Practice*, 57(3), 1-10.

San Isidro, X. (2017). Mainstreaming CLIL? The Galician case. *Plurilinguisme et éducation. Collection Plurilinguisme*, 2.

Keywords: CLIL; bilingual education; intercultural awareness; mediation; teacher education

Students as bilingual, bicultural experts: Role enactment in an EMI context

Palfreyman, David

Zayed University

As in various other countries, higher education in the United Arab Emirates (UAE) is conducted largely through the medium of English; while in other contexts students use mainly their local language (in the case of the UAE, Arabic). Each language has its own

bases of prestige and usage: English as a language of international research, commerce and media; and Arabic as the language of the local community, the state and the wider Arab cultural world. Each language is also realized as different varieties indexing different roles and identities, such as “Academic English”, “College-flavour English” and “Simple English” (van den Hoven & Carroll, 2021); as well as Classical Arabic, Modern Standard Arabic, colloquial Gulf Arabic and “White Arabic” (O'Neill, 2017). Within this sociolinguistic context, Emirati university students acquire knowledge at university about the subjects they are studying, with the long-term aim of applying this knowledge as citizens and participants in a changing society. This study investigates how Emirati business students enact roles and evoke authority in work/study related situations, by drawing on varieties of Arabic and English in combination with other meaning-making resources. The presentation is based on data from nine hours of cross-lingual speaking tasks, in which pairs of students discussed business-related material in one language (English or Arabic) in preparation for a role-play providing advice to a visiting professional using the other language. In these tasks, students were encouraged to see themselves as having some kind of expertise, using knowledge from university studies and from their other life experience. Individual follow-up interviews also elicited students' perceptions of language and knowledge in different contexts. I analyze this data from the perspective of heteroglossia (Bakhtin, 1981) and authoritative/ persuasive discourse (Kiramba & Harris, 2019) as well as translanguaging (García & Li, 2014), showing how students evoke different bases of authority and persuasion using diverse varieties of their two languages.

Bakhtin, M. M. (1981). *The dialogic imagination*. Austin: University of Texas Press.

García, O. & Li Wei (2014). *Translanguaging: language, bilingualism, and education*. New York, NY: Palgrave Macmillan.

Kiramba, L. K., & Harris, V. J. (2019). Navigating authoritative discourses in a multilingual classroom: conversations with policy and practice. *TESOL Quarterly*.

O'Neill, G. T. (2017). “It’s not comfortable being who I am” – Multilingual identity in superdiverse Dubai. *Multilingua*, 36(3), 215-245.

van den Hoven, M., & Carroll, K. S. (2021). English-medium policy and English conversational patterns in the UAE. *World Englishes*, 40(2), 205–218.

Keywords: English-medium instruction; bilingualism; knowledge; authority

Pedagogical translanguaging in linguistically diverse classrooms: Not always a silver bullet

Paradowski, Michał B.

University of Warsaw

We are living in times of enhanced contact between people of diverse backgrounds. Consequently, linguistically and culturally diverse classrooms have become a reality in an increasing number of school environments experiencing the convergence of different communicative repertoires. A promising perspective with explanatory potential when examining the use of learners' languages in the classroom, both by themselves and by the

teacher, both spontaneously and deliberately, is that of translanguaging (TRLNG). Yet despite the current world fame and popularity of the concept in the scholarly literature and among teachers “on the ground,” it is not without problems and caveats, which will be examined basing on an extensive overview of current pedagogical and research scholarship (k=110; Paradowski, 2021; under revision). We discuss the limits to the applicability of the concept in the narrow sense of a multilingual resource-based set of pedagogical practices in second/foreign/world language classrooms with diverse student populations. Among the many qualifications, we shall see how TRLNG may be less transformative and critical than has been suggested. We will notice that TRLNG practices may unintentionally reproduce disadvantages and reinforce inequalities and the hegemony of majority languages, where language singletons (learners with no same-language peers) in particular face steeper challenges. Moreover, not all students appreciate the opportunity to use their home language(s), pupils may not find the practice liberating at all, and it may actually cause a decrease in well-being. Finally, foreign/world language classrooms require the reconciliation of many conflicting goals, necessitating a trade-off between the need to ‘cover’ the curriculum within the allocated time, in a manner comprehensible to the students, and on the other the acknowledgment of students’ linguistic diversity, freedom of expression, and respect for the equality of languages, with making them learn the concepts, register or language that is the target of instruction. Naturally, many aspects and practices of TRLNG are worthwhile and salvageable. The final minutes of the talk will focus on these, concluding with a recommendation of more critically aware and reflective plurilingual L2 pedagogies that always take into account the circumstances and ecologies of the classroom and the subjectivities of the students (see e.g., Byrnes, 2020).

Byrnes, H. (2020). Navigating pedagogical translanguaging: Commentary on the special issue. *System*, 92, 102278.

Keywords: pedagogical translanguaging; heteroglossic classrooms; bi-/multilingual classrooms; second/foreign language teaching; caveats; limits

Communication breakdowns in ELF communication: Insights from a corpus analysis of nonnative-nonnative interactions

Paradowski, Michał B. and Pawlas, Elżbieta

University of Warsaw

In a global perspective, for most learners and speakers today English is a language learnt predominantly for interaction with other non-native users. We present the results of the first comprehensive analysis of the complete conversations subcomponent of the Vienna-Oxford International Corpus of English (VOICE), focusing on the i) possible causes of communication breakdowns, and ii) strategies employed by speakers in order to both prevent and overcome such failures. We categorize and show the distribution of the sources of 122 detected breakdowns as well as the compensatory strategies employed by interlocutors to successfully avert and solve communication problems (Paradowski & Pawlas, 2020). For the purpose of this study, we selected all speech events tagged as ‘conversation’. After the selection, the reduced corpus comprised 36 speech events (158,071 words), corresponding to approx. 15 hours of spoken interactions. The entire

material was first analyzed in search of characteristic features and communication breakdowns. These were then analyzed again in detail with regard to what caused the failures and how they were resolved, or at least how the speakers tried to resolve them. The list of identified causes covered unintelligible speech, simultaneous talk, overlap, pause, lack of topic shift signaling, lack of explicitness, wrong anaphoric or deictic reference reconstruction, faulty semantic reconstruction, code-switching, lack of shared cultural/world knowledge, misinterpretation of proper names, lack of shared lexical knowledge, wrong use of an existing word, wrong word order/tenses, and wrong/unfulfilled listener presupposition. Preventative strategies included enhancing explicitness, paraphrase, repetition, metadiscursive devices, completion of earlier utterance, dividing utterance into smaller parts, requesting assistance from other interlocutors, translating code-switches into English, and code-switch into language other than English. The talk will conclude with pedagogical recommendations.

Keywords: English as a lingua franca (ELF); English as an international language (EIL); communication breakdown; miscommunication; misunderstanding; negotiation of meaning

***Investigating the effects of emi on pronunciation performance:
Pedagogical implications and future research***

Pietraszek, Mateusz

Universidad Francisco de Vitoria

As universities worldwide undergo internationalisation processes, English is gaining ground in curriculum and syllabus design as well as in instruction and learning (Jenkins 2014; Diogo *et al.*, 2019). Spain is no exception to this rule with an ever growing number of EMI/EME programmes offered by its universities (Ramos García & Pavón, 2018). Within this context, pronunciation has long been an issue of concern to the public. However, it has mainly attracted the attention of the researchers interested in the effects of CLIL programmes at primary/secondary levels (Gallardo del Puerto, Gómez Lacabex, & García Lecumberri, 2009; Ruiz de Zarobe, 2011; Pérez Cañado, 2018). Whereas those investigations showed mixed effects of bilingual instruction on this aspect of language, hardly any papers have been published to date on the pronunciation of English in higher education or on the potential effect of EMI programmes on this aspect of language. One notable exception is a preliminary study by Gómez Lacabex and Gallardo del Puerto (2021), whose limited scope—however—does not allow to draw significant conclusions. The aim of this paper is twofold. First, an overview of pertinent global and local research results will be provided. Secondly, the results of an original study with 60 university students enrolled on both bilingual and monolingual programmes at a Spanish university are going to be presented in order to determine whether a statistical association is present between being enrolled on a bilingual/monolingual degree programme and pronunciation. Using a combination of Semantically Unpredictable Sentences (Benoît *et al.*, 2016) and an originally designed paragraph, three different aspects of pronunciation were measured as proxy variables for pronunciation performance: intelligibility, comprehensibility and foreign-accentedness (Derwing & Munro, 2015). The pronunciation of the speaker sample in the study was then assessed

by a total of 330 listeners from 30 language backgrounds –two thirds of whom were non-native speakers of English in the spirit of English as a Lingua Franca (Jenkins, 2000, 2014). The findings revealed that there was no statistically significant relationship between the EMI variable and pronunciation. However, other speaker characteristics related to the participants' language background were associated with the students' phonological performance. Apart from the findings, some pedagogical implications of the study will be discussed and suggestions for further research will be put forward.

Benoît, C., Grice, M., & Hazan, V. (1996). The SUS test: A method for the assessment of text-to-speech synthesis intelligibility using Semantically Unpredictable Sentences. *Speech Communication*, 18(4), 381-392.

Derwing, T. M., & Munro, M. J. (2015). *Pronunciation fundamentals: Evidence-based perspectives for L2 Teaching and Research*. Amsterdam/Philadelphia, John Benjamins.

Diogo, S., Queirós, A., Carvalho, T., Manatos, M., & Soares, D. (2019). *20 years of the Bologna Declaration – a literature review on the globalisation of higher education reforms*. Paper presented at the 11th International Conference on Education and New Learning Technologies, 5196-5204.

Gallardo del Puerto, F., Gómez Lacabex, E., & García Lecumberri, M. L. (2009). Testing the Effectiveness of Content and Language Integrated Learning: The Assessment of English Pronunciation. In Ruiz de Zarobe, Y. & Jiménez Catalán, R. M. (Eds.), *Content and Language Integrated Learning. Evidence from Research from Europe* (pp. 63-80). Bristol, Multilingual Matters.

Gómez Lacabex, E., & Gallardo del Puerto, F. (2021). Pronunciation in EMI. A Preliminary Study of Spanish University Students' Intelligibility and Comprehensibility. In Lasagabaster, D., & Doiz, A. (Eds.), *Global Perspectives on language aspects and teacher development in English medium Instruction* (pp. 126-144). London, Routledge, Taylor & Francis.

Jenkins, J. (2000). *The Phonology of English as an International Language*. Oxford, Oxford University Press.

Jenkins, J. (2014). *English as a Lingua Franca in the international university* (1st ed.). London/New York: Routledge.

Pérez-Cañado, M. L. (2018). CLIL and Educational Level: A Longitudinal Study on the Impact of CLIL on Language Outcomes. *Porta Linguarum*, 29, 51-70.

Ramos García, A. M., & Pavón Vázquez, V. (2018). The linguistic internationalization of higher education: a study on the presence of language policies and bilingual studies in Spanish universities. *Porta Linguarum*, Monográfico 3, 31-46.

Ruiz de Zarobe, Y. (2011). Which Language Competencies Benefit from CLIL? An Insight into Applied Linguistics Research. In Ruiz de Zarobe, Y., Sierra, J. M. & Gallardo del Puerto, F. (Eds.), *Content and Foreign Language Integrated Learning, Contributions to Multilingualism in European Contexts* (pp. 129-153). Bern, Peter Lang.

Keywords: pronunciation; intelligibility; English Medium Instruction; English as a Lingua Franca

Family language policy in Asian-Polish families in Poland

Puthran, Natika

Adam Mickiewicz University

As a new emerging research area of inquiry, Family language policy (FLP) focuses on 'explicit and overt planning in relation to language use within the home and among family members' (King *et al.*, 2008, p. 907). In my current doctoral research, I study FLP in Asian-Polish families living in Poland by focusing on the language ideologies that inform the choices parents make and strategies of language usage at home. Mixed Asian-Polish families were chosen since Asian (Chinese, Indian, Indonesian) and Polish linguistic and cultural practices (acceptable manners and behaviours) as well as attitudes towards multilingualism differ considerably from one another (Mikulska, 2021; Servaes, 2000). While the former is largely multilingual and multicultural, the latter is monolingual and monocultural; this makes it interesting to observe how families overcome linguistic and cultural differences in negotiating language practices. Furthermore, this specific combination of families in Poland has not been researched. From this standpoint, my study seeks to gain insight into cultural differences regarding language use, attitudes towards multilingualism and cultural heritage management within the household. The focus of this paper will be on what determines the choice of language that parents use at home and their preferred strategies to maintain bi/multilingualism at home. The paper reports findings from 17 semi-structured interviews conducted with both or one partner of Asian-Polish partnerships. So far, 9 couples belong to the target group; these families include 3 Chinese-Polish, 4 Indian-Polish and 2 Indonesian-Polish couples. The preliminary findings suggest that the preferred language strategy of most families is one person one language (OPOL). However, some families have strict rules when it comes to OPOL. Chinese mothers and Polish mothers/fathers strictly encourage the use of only one language. In contrast, Indian and Indonesian mothers/fathers tend to be more relaxed and may choose to switch between two or more languages. Most family strategies evolved over time. When it comes to the choice of language, Chinese & Indonesian parents encourage the national language over regional languages or dialects. Indian parents on the other hand prefer transmitting the language they grew up speaking at home. Most parents choose bigger languages hoping that their child/ren will be able to communicate easily with people in and around the country, and family 'back home'. In conclusion, the initial findings are in accordance with the hypothesis that the country of origin of the parents and linguistic practices in their home-country would affect their language policy at home.

King, K., L. Fogle, & A. Logan-Terry (2008). Family language policy. *Language and Linguistics Compass*, 2(5), 907-922.

Mikulska, A. (2021). Chinese migration in Poland - an attempt to characterize the migrant group, including the cultural and educational perspective of the young generation. *Cognitive Studies. Études cognitives*, 21, 2467.

Servaes, J. (2000). Reflections on the differences in Asian and European values and communication modes. *Asian Journal of Communication*, 10(2), 53-70.

Keywords: family language policy; language ideology; bilingualism; language planning; interculturality

Introducing students to bilingualism through films: Field terminology

Ramírez, Belén

Universidad de Sevilla

The increasing presence of the moving image in the world of education is becoming widely acknowledged. This paper aims to reflect on the use of visual literacy for students of Applied Linguistics in general, and more specifically students of Sociolinguistics, Psycholinguistics and Social Psychology applied to the learning of an additional / second language. The pedagogical goals of the use of films are, among others, developing intercultural communicative competence and the critical analysis of sociopolitical issues and intercultural relationships. This paper was written to be used as a tool for teaching students field terminology they find in the literature about Second language learning, Bilingualism and Bilingual education. It is the result of some years of selection and analysis of a filmography which I currently use with my students at the University of Seville. Although traditionally, the use of films in education was sequenced as pre-viewing, while-viewing and post-viewing, that is not the case here. Instead, specific scenes are presented to provide a prompt for field terminology. Examples of these terms are the following: Code-switching, socio-pragmatic error, learner agency, sequential bilingualism, fossilization, native-speakerism, linguistic imperialism, diglossia. These terms are thoughtfully presented through different films following an emphasis to help students develop their visual skills as well as their linguistic and intercultural knowledge. There are also some activities to be implemented in real classrooms.

Andreoutsopoulos, J (2007). Bilingualism in the mass media and on the internet. In Heller, M., *Bilingualism: A social approach*. Palgrave.

Barnes, L. (2012). The role of code-switching in the creation of an outsider identity in the bilingual film. *Communicatio*, 38(3), 247-260.

Herrero, C., & Vanderschelden, I. (2019). Using Film and Media in the Language Classroom. Bristol, Multilingual Matters.

Miftah Arrizki, D., Mutiarsih, Y., & Sopiawati, I. (2020). *An analysis of Code-switching and Code-Mixing in the Film Tokyo fiancée by Stefan Liberski*. Conference: 4th International Conference on Language, Literature, Culture, and Education (ICOLLITE 2020).

Tomlison, B. (2016). Achieving a match between SLA theory and materials development. In Tomlison, B. (Ed.), *Second Language Research and Materials Development for Language Learning* (pp. 3-22). New York, Routledge.

Keywords: code-switching; sequential bilingualism; fossilization; native-speakerism

A family language policy perspective to transcultural experiences among Spanish adolescents: Language ideologies and emotional investments

Relaño Pastor, Ana María and Aikin Araluce, Helena

Universidad de Castilla-La Mancha

In the face of globalization, Spanish families are strategically investing in their children's English language learning as a key process of linguistic capitalization and entrepreneurship (Martín Rojo, 2019; Costa, Park & Wee, 2020) to secure their professional future, which is likely to require border crossing. Thus, in addition to language proficiency, learners need to acquire a set of personal attitudes, social sensitivities, and intellectual skills to prepare them to live and work within the globalized world (Slimbach, 2005). In this presentation, we will focus on how a group of families in Castilla-La Mancha report on their children's transcultural socialization experiences abroad as part of family language policy strategies (Curdt-Christiansen, 2018). Transculturality will be understood as the process of "entanglement, intermixing and commonness" which promotes conversation and collaboration between people, and welcomes diversity while maintaining individual national identity (Welsch, 1999; Smith & Segbers, 2018). These transcultural competencies whereby humans across cultures learn to work together effectively cannot be learned in the regular classroom as they require "direct experience with the culture and lifestyles of other nations through direct interactions" (Slimbach, 2005). Among these skills acquired abroad are the capacity to question cultural assumptions and ethical judgments, being able to see through the minds and hearts of others, willingness to address conflicts, increased global awareness, and overall personal development (Smith & Segbers, 2018). The following objectives will be addressed in this presentation: 1. To unpack how Spanish families rationalize transcultural experiences abroad for their children; 2. To focus on the language ideologies shared by families to invest in these experiences; 3. To explore the gains and costs of these investments for families and their children. In addition, children's accounts of their transcultural experiences abroad will also be analysed. We will be drawing from a set of ethnographic semi-structured interviews with a group of 15 Spanish families from different professional backgrounds, including children aged 9-15, as part of a larger international research project on English immersion as family language policy. Preliminary results indicate that these families invest in their children's experiences abroad to guarantee a distinctive English proficiency, successful life management skills, and better opportunities in the labour market. The different emotional stances attributed to these decisions will also be discussed.

Curdt-Christiansen, X. L. (2018). Family language policy. In Tollefson, J. & Pérez-Milans, M. (Eds.), *The Oxford Handbook of Language Policy and Planning* (pp. 420–422).

De Costa, P. I., Park, J. S. Y., & Wee, L. (2021). Why linguistic entrepreneurship? *Multilingua*, 40(2), 139-153.

Martín Rojo, L. (2019). The self-made speaker. In Martín Rojo, L., & Percio, A. del (Eds.), *Language and Neoliberal Governmentality*. London: Routledge.

Slimbach, R. (2005). The Transcultural Journey. *Frontiers: the interdisciplinary journal of study abroad*, 11.

Smith, H., & Segbers, T. (2018). The Impact of Transculturality on Student Experience in Higher Education. *Journal of Experiential Education*, 41(3), 76-89.

Welsch, W. (1999). Transculturality: The puzzling form of cultures today. In Featherstone, M., & Lash, S. (Eds.), *Spaces of culture: City, nation, world*. London, England, Sage.

Keywords: family language policy; ethnography; transculturality; emotional investments

Towards optimizing training for bilingual programs: A survey study of CLIL teachers' needs in rural schools in Poland

Romanowski, Piotr and Wasikiewicz-Firlej, Emilia

University of Warsaw; Adam Mickiewicz University

Content and Language Integrated Learning (or CLIL) has been the most popular provision for bilingual programs, which mushroomed in the education market after the accession of Poland to the European Union in 2004. This methodological approach, seeking to foster the integrated learning of languages and content subjects, has been a fast-developing phenomenon both in cities and rural areas in Poland. Since English is both the language of science and academic research, it should not come as a surprise that it is the favoured foreign language and medium of instruction in the Polish educational settings. This talk presents the results of a survey study identifying the essential training needs of in-service CLIL teachers in rural schools in the context of their adaptation to a bilingual education model. The participants in the study were 122 in-service teachers from all over the country, representing 75 schools, recruited through In-Service Teacher Training Centers operating in most Polish towns and cities. Four aspects of teachers' training needs were taken into account, i.e. linguistic and intercultural competence, theoretical and methodological aspects, teaching materials and resources, and ongoing professional development. The research results show that training needs are recognized in all four areas, yet the respondents are quite satisfied with their linguistic and intercultural competence but voice the need for a greater theoretical and methodological support. It also transpires that CLIL has undoubtedly had an exponential uptake in Polish schools and is believed to have boosted foreign language learning levels and bilingualism. However, in order to provide practical and sufficient education for language teachers, university programs should incorporate a variety of models, variants and parameters as well as additional modules for prospective bilingual teachers.

Keywords: CLIL; bilingual programs; rural education; teachers' needs

**“Me gustaría aprenderlo en español también” L1 beliefs and practices in
EME**

Soriano Flórez, Irene

Universidad Complutense de Madrid

The shift from a monolingual ideology of English-only education towards a multilingual turn (May, 2013; Paulsrud, Tian & Toth, 2020; Dafouz & Smit, 2022) has received increased attention in recent years. This multilingual perspective, together with the concepts of translanguaging (García & Li Wei, 2014) and disciplinary literacy (Airey 2011), has encouraged a compelling body of research within the sociolinguistic studies of the internationalisation of higher education. The focus on translanguaging, as a theoretical lens and a pedagogical practice, has led to a growing number of empirical studies evaluating the pedagogical functions of making use of students' full linguistic repertoire for communicating and learning (Cenoz & Gorter, 2021; Li Wei, 2021). Nonetheless, the use of the L1 in bilingual programmes is still often undesired. Against this backdrop, it is necessary to explore current uses of the L1 in the academic activity and how it influences the construction of knowledge in the L2, especially in EME higher education settings (Mazak & Carroll, 2016; Orduna-Nocito & Sánchez-García, 2022) underlying students' needs, strategies and disciplinary views of their learning. This paper aims to contribute to this conversation by framing it within the context of European higher education, and particularly that of Complutense University's EME Business and Economics programmes. Looking into these environments constitutes a first step towards understanding the roles that the L1 plays (Dafouz & Smit, 2020) in relation to English. It allows the ethnographic study to interpret Complutense's Business and Economics students' and lecturers' attitudes—as expressed through focus groups, a survey and an online forum—, alongside biliteracy practices with regards to pedagogical translanguaging in their discipline. Moreover, this research is embedded in the ongoing longitudinal and international research project SHIFT (Understanding the Internationalisation of Higher Education from the Student Perspective). The latter focuses on the examination of students' Disciplinary Literacies (DLs) in EME settings (in bilingual degrees in Business and Economics, at Complutense University and Vienna University of Economics and Business), addressing students as key stakeholders in the process of internationalisation and EME.

Airey, J. (2011). Talking about teaching in English: Swedish university lecturers' experiences of changing teaching language. *Ibérica*, 22, 35-54.

Cenoz, J., & Gorter, D. (2021). *Pedagogical translanguaging*. CUP.

Dafouz, E., & Smit, U. (2020). *ROAD-MAPPING English medium education in the Internationalised University*. Palgrave MacMillan.

Dafouz, E., & Smit, U. (2022). Towards multilingualism in English-medium higher education: A student perspective. *Journal of English-Medium Instruction*, 1(1), 29-47.

García, O., & Li, W. (2014). *Translanguaging: Language, Bilingualism and Education*. New York, NY, Palgrave MacMillan.

- Li, W. (2021). Translanguaging as a political stance: implications for English language education. *ELT Journal*.
- May, S. (Ed.) (2013). *The multilingual turn: Implications for SLA, TESOL, and bilingual education*. Routledge.
- Mazak, Catherine M., & Carroll, K. S. (Eds.) (2016). *Translanguaging in higher education: Beyond monolingual ideologies*. Multilingual Matters.
- Orduna-Nocito, E., & Sánchez-García, D. (2022). Aligning higher education language policies with lecturers' views on EMI practices: A comparative study of ten European universities. *System*, 104, 102692.
- Paulsrud, B., Tian, Z., & Toth, J. (Eds.) (2021). *English-medium instruction and translanguaging*. Multilingual Matters.
- Keywords:** EME; business; translanguaging; disciplinary literacy

Lexical specialization and language dominance: Copula and auxiliary verbs in L1 and 2L1 acquisition

Stankova Laykova, Radoslava¹ and Fernández Fuertes, Raquel²

Universidad de Valladolid y EUM Fray Luis de León¹; Universidad de Valladolid²

In the case of simultaneous bilingual acquisition, language dominance has been defined in terms of language proficiency (e.g., Petersen, 1988; Genesee *et al.*, 1995), language knowledge (e.g., Yip & Matthews, 2006), or related to the amount of language input (e.g., Romaine, 1995). Liceras *et al.* (2008) offer a language-internal definition of the dominant language (DL) in terms of the Grammatical Features Spell-out Hypothesis (GFSH). Under the GFSH, the DL is the language whose features are more lexically specialized. It is also the language that will determine both the directionality as well as the effect of crosslinguistic influence. In the case of the acquisition of copula verbs in English and Spanish, Fernández Fuertes and Liceras (2010) argue that, given the lexical specialization in Spanish (two copulas, 1), as opposed to English (one copula, 2), bilingual children overcome the null copula stage that characterizes monolingual children sooner (Becker, 2004). This will be so because the lexically specialized language will make the necessity of the overt copula in English more obvious.

(1) pro es una investigadora pro está en Valladolid SER/ESTAR

(2) she is a researcher She is in Valladolid BE

(3) Tya e izledovatel Tya e v Valladolid SUM

Considering these previous works and in order to test the GFSH, we analyze the copula-auxiliary verbs of two L1Spanish/HL(heritage)English bilingual children (FerFuLice corpus) and one L1Spanish/HLBulgarian child (ra2UVALAL corpus) from the age of 2;03 to the age of 5;00. The spontaneous longitudinal bilingual data are compared to L1 English (Brown corpus), L1 Spanish (Marrero corpus), and L1 Bulgarian (LabLing corpus) monolingual data. These corpora, except for the ra2UVALAL, are available in CHILDES (MacWhinney, 2000). Given that these verbs are lexically specialized in

Spanish (1) but not in English (2) or in Bulgarian (3), the 2L1 children show no influence from the one-copula language into Spanish, and their production is similar to that of monolinguals. However, in the case of the English and Bulgarian verbs, Spanish accelerates the acquisition of the adult-like structures compared to L1 children, which indicates that the DL as per the GFSH is shaping these children's acquisition patterns.

Becker, M. (2004). Copula omission is a grammatical reflex. *Language Acquisition*, 12(2), 157-167.

Fernández Fuertes, R., & J. M. Licerias (2010). Copula omission in the English developing grammar of English/Spanish bilingual children. *International Journal of Bilingual Education and Bilingualism*, 13(5), 525-551.

Genesee, F., Nicoladis, E., & Paradis, J. (1995). Language differentiation in early bilingual development. *Journal of Child Language*, 22, 611-631.

Licerias, J. M., Fernández Fuertes, R., Perales, S., Pérez-Tattam, R., & Spradlin, K. T. (2008). Gender and gender agreement in the bilingual native and non-native grammar: a view from child and adult functional-lexical mixings. *Lingua*, 118(6), 827-251.

MacWhinney, B. (2000). The CHILDES Project: Tools for Analyzing Talk. *The Database* (Vol. 2). Lawrence Erlbaum.

Petersen, J. (1988). Word-internal code-switching constrains in a bilingual child's grammar. *Linguistics*, 26, 479-493.

Romaine, S. (1995). *Bilingualism*. Blackwell.

Yip, V., & Matthews, S. (2006). Assessing language dominance in bilingual acquisition: a case for mean length utterance differentials. *Language Assessment Quarterly*, 3(2), 97-116.

Keywords: language dominance; lexical specialization; copula verbs; auxiliary verbs; bilingual language acquisition

Imagining the bilingual other

Tan, Ying-Ying

Nanyang Technological University

The key feature of Singapore's language policy is its constructed racial categories of "Chinese", "Malay", and "Indian", under which a citizen will be officially assigned a "mother tongue" accordingly to one's racial categorization. The three "mother tongues" languages—Mandarin, Malay, and Tamil, are assigned to the Chinese, Malays, and Indians, respectively, and these languages also form the English-"mother tongue" bilingual education system. All Singaporeans are therefore, through this policy, bilingual speakers, but of different 'racial' groups. Early research (e.g., Tay, 1982; Lim, 1996) has been shown there are three distinct ethnic accents of Singapore English speech, though more recent phonetic research (e.g., Tan, 2012; Kalaivanan *et al.*, 2020, 2022) has shown that Singapore English speech has become homogenized and less racially distinct. If

Singaporean speech has become more homogenous, is it still possible to distinguish between different accents? What are the impressions bilingual Singaporeans have of one another? This study explores how Singaporeans perceive accents. This paper presents data collected from over 1500 Singaporeans of different age, educational, racial backgrounds. The participants were asked to answer a series of questions to a set of audio stimuli. The questions were designed to elicit the impressions the participants have of the speaker(s) in the stimuli, and their attitudes toward the accents they heard. The results show that Singaporeans in general cannot accurately tell the speakers' race, but they consistently form impressions based on what they think the speaker's race is; and these impressions also inform their guesses on the speakers' education levels and occupations. As Singaporeans imagine their bilingual other, this study reveals deep-seated stereotypes that do not have strong linguistic bases, but which can be traced back to the way the language policies were constructed.

Kalaivanan, K., Sumartono, F., & Tan, Y.-Y. (2020). The Homogenization of Ethnic Differences in Singapore English?: A Consonantal Production and Perception Study. *Language and Speech*.

Kalaivanan, K., Sumartono, F., & Tan, Y.-Y. (2022). The influence of AoA, language proficiency, and language use on Singapore English consonant perception. *Journal of Monolingual and Bilingual Speech*.

Lim, L. L. (1996). *Prosodic patterns characterising Chinese, Indian and Malay Singapore English*. Doctoral dissertation, University of Reading.

Tan, Y.-Y. (2012). Age as a factor in ethnic accent identification in Singapore. *Journal of Multilingual and Multicultural Development*, 33(4), 1-19.

Tay, M. W. (1982). The phonology of educated Singapore English. *English World-Wide*, 3(2), 135-145.

Keywords: accents; race; Singapore; perception; bilingual

Engaging students in content and language integrated assessment

Tompkins, Leah and Llinares, Ana

Universidad Autónoma de Madrid

In the last 10 years, as CLIL research has shifted from a focus on students' general language proficiency to their academic language proficiency, we have gained deeper understandings of how content and language are learnt in integration (e.g., Nikula *et al.*, 2016). At the same time, a growing research interest in participant perspectives has illuminated how students conceptualize and relate to this integration (e.g., Somers & Llinares, 2021). However, there remains a lack of concrete and specific training and experiences for teachers and students which reflect these developments in the research, in part due to the ongoing separation of content and language in schools, where many content teachers address language from the perspective of their own discipline or not at all. In response to this dilemma, a collaborative project was carried out between content teachers, language (English) teachers and applied linguists at a CLIL school. Content and language teachers were teamed up in pairs teaching the same students, trained on the

model of Cognitive Discourse Functions (Dalton-Puffer, 2013), and asked to apply it in joint activities in the content and English class. This paper presents some of the results obtained from the collaborations between Biology and English teachers, in which students completed a creative writing assignment on the water cycle, and between PE and English teachers, in which students wrote up an interview with a family member about a traditional game. In both cases, students used comparative judgment to rank their own and their classmates' texts and discussed the results with their teachers. Drawing on previous studies applying Maton's (2013, 2014) specialization (Morton & Llinares, forthcoming) and semantic dimensions (Llinares & Nashaat-Sobhy, 2021), we analyzed students' written evaluations of high- and low-ranked texts, as well as the subsequent discussion with their teachers. Preliminary results show that students emphasized epistemic relations (knowledge, skills, and procedures) more than social relations (intrinsic or cultivated aspects of the learner) in both subjects and both activities, although social relations were slightly more emphasized in the written activity when students highlighted how the texts affected them in terms of understanding or interest.

Dalton-Puffer, C. (2013). A construct of cognitive discourse functions for conceptualising content-language integration in CLIL and multilingual education. *European Journal of Applied Linguistics*, 1(2), 216–253.

Llinares, A., & Nashaat-Sobhy, N. (2021). What is an ecosystem? Defining science in primary school CLIL contexts. *Language Teaching for Young Learners*, 3(2), 337–362.

Maton, K. (2013). Making semantic waves: A key to cumulative knowledge-building. *Linguistics and Education*, 24(1), 8–22.

Maton, K. (2014). *Knowledge and knowers: Towards a realist sociology of education*. Routledge.

Morton, T., & Llinares, A. (forthcoming). Building Teachers' Knowledge of Cognitive Discourse Functions (CDFs) to Integrate Content and Language: A Semantic Analysis. In Ballinger, S., Fielding, R., & Tedick, D. (Eds.), *International Perspectives on Teacher Education for Immersion and Content-Based Contexts*. Multilingual Matters.

Nikula, M., Dafouz, E., Moore, P., & Smit, U. (2016). *Conceptualizing Integration in CLIL and Multilingual Education*. Multilingual Matters.

Somers, T., & Llinares, A. (2021). Students' motivation for content and language integrated learning and the role of programme intensity. *International Journal of Bilingual Education and Bilingualism*, 24(6), 839-854.

Keywords: CLIL; integrated assessment; comparative judgment; interdisciplinary collaboration

Cultura y literatura en el Camino con un juego serio sobre los sonidos del inglés

Torrado Cespón, Milagros¹ y Díaz Lage, José María²

Universidad Internacional de La Rioja¹; UNED²

El aprendizaje de la fonética y la fonología de la lengua inglesa siempre ha estado considerado como una asignatura importante pero difícil para los estudiantes de grado. Sin embargo, desde la USC y UVIGO, en colaboración con investigadores de UNIR, UNED y UMA, hemos desarrollado un juego serio que aúna el aprendizaje de la fonética —con los estándares propios de la enseñanza universitaria— con el conocimiento cultural del Camino de Santiago desde Saint Jean Pied de Port. La UNESCO declaró el Camino Francés patrimonio de la Humanidad en 1993, a raíz de lo cual el Camino volvió a convertirse en un referente a nivel mundial. Puede parecer que la asociación entre fonética y fonología de la lengua inglesa y el Camino no guarde relación a primera vista, pero se trata de una asociación significativa en contenido cultural y lingüístico. El componente cultural, además del propio Camino, se centra en descripciones de cada una de las etapas en versión trilingüe (español, inglés y gallego) y los personajes en compañía de los cuales el jugador recorre el Camino. En esta comunicación nos centraremos en la dimensión cultural de este juego atendiendo a los personajes elegidos para el juego, todos ellos hablantes nativos de inglés de distintas variedades y que han sido cuidadosamente elegidos para cada etapa. El hecho de haber escogido hablantes de diversas variedades del inglés nos ha permitido introducir sus distintos acentos. Estos personajes, masculinos y femeninos, tienen una estrecha vinculación con las etapas en las que se encuentran, ya por haber realizado el Camino o por haber estado en esos lugares. Explicaremos estas conexiones a través de los textos empleados para ilustrar el juego que le dan al jugador la oportunidad de explorar obras literarias menos conocidas en las que el Camino es protagonista y de las que se incluyen fragmentos, tanto en las grabaciones como en los minijuegos de cada una de las 34 etapas del juego. Este recorrido supone una oportunidad para descubrir el Camino desde otro punto de vista.

Palabras clave: interculturalidad; plurilingüismo; fonética; inglés como lengua extranjera; literatura