UniKonIPCMA23

International PhD Conference
University of Konstanz, 12th/13th October, 2023

	12th October 2023		13th October 2023
9.00-9.15	Opening	9.00-10.00	**Keynote Lecture**: **Prof. Dr. Daisy Powell** *Learning to read in more than one language: the role of cognitive, linguistic and environmental factors*
9.15-10.15	**Keynote Lecture**: **Prof. Dr. Joan C. Mora.** *L2 pronunciation learning through L2-captioned video.*	10.00-10.30	**Freideriki Tselekidou & Natalia Gagarina**: *Bilingual oral language and literacy in Greek-German primary school children: Effects of internal and external background factors*
10.15-10.45	**Rebeca Finger-Bou & Carmen Muñoz**: *The Effects of Caption Type and Language Learning Aptitude on Vocabulary Acquisition*	10.30-11.00	**Sara Cavaglià, Chiara Melloni & Maria Vender**: *Reading predictors in bilingual and monolingual preschool children: a didactic intervention on phonological awareness*
10.45-11.15	**Bridget Murphy:** *Corrective feedback timing in mobile instant messaging: during-task versus post-task feedback*	11.00-11.30	*Coffee Break*
11.15-11.45	*Coffee break*	11.30-12.00	**Noemi Furlani & Doris Mücke:** *Tongue kinematics in L2-directed speech: a twin EMA design*
11.45-12.15	**Hanife Ilen, Gunnar Jacob & Helen Engemann**: *Cross-linguistic ungrammatical priming in Turkish-German bilinguals*	12.00-12.30	**Michał B. Paradowski, Andrzej Jarynowski, & Karolina Czopek;**: *Third language acquisition in high intercomprehension settings: Displaced Ukrainians learning Polish*
12.15-12.45	**Lisa Giesselbach, Anna-Lena Scherger**: *Bilingual language acquisition of compound nouns*	12.30-13.00	**Charlotte Englert**, **Ilaria Venagli & Tanja Kupisch** (ONLINE): *The role of typology and recency in multilingual acquisition of grammatical gender*
12.45-13.15	**Suzanne Patzschke** (ONLINE): *The Role of Code-Switching in Bilingual First Language Acquisition: The case of le in Two French-English Bilingual Children*	13.00-14.15	*Lunch Break*
13.15-14.30	*Lunch break*	14.15-14.45	**Britta Gemmeke**: *Pronunciation of L2 French by German learners: Frequent and individual types of errors*

14.30-15.00	**Tina Ghaemi & Anamaria Bentea**: *Comprehension of Subject and Object Who- and Which-questions in Monolingual and Heritage Farsi-speaking Children*	14.45-15.15	**Julia Zbróg, Maria Obarska, Magdalena Kochańska & Natalia Banasik-Jemielniak**: *Voices Matter: Investigating the Impact of Pre-Recorded Female and Mixed Voice Instructions on Bilingual Children's Performance in the Sentence Repetition Task*
15.00-15.30	**Meike Rommel** (ONLINE): *Pre-aspiration in Modern vs. Heritage Icelandic*	15.15-15.45	**Vera Trager** (ONLINE): *Task-Based Needs Analysis: Enabling Targeted Task Design for Primary School-Aged Refugees*
15.30-17.00	*Poster session + Coffee break*	15.45-17.15	*Poster session + Coffee break*
17.00-18.00	**Keynote Lecture**: **Dr. Jonas Grünke** *Acquiring Romance phonology against the backdrop of heritage bilingualism*	17.15-18.15	**Keynote Lecture**: **Dr. Michela Redolfi** *Exploring reading in atypical populations: eye-tracking and finger-tracking in dyslexia and bilingualism*

Poster session Day 1 (15:30 - 17:00)

1. **Federica De Cristofaro**: *Corpus study on modal particles: the acquisition of denn and schon in bilingual children*
2. **Alexia Despina Leonidou:** *Perception of German vowels in Italian second language learners*
3. **Nicola Perugini**: *Sensitivity to identifiability in Italian bilingual children*
4. **Michał B. Paradowski, Marta Gawinkowska & Zofia Stańczykowska**: *Differential Social Norms in L2/L3 vs L1: Non-Trivial Foreign Language Effects*
5. **Michal B. Paradowski, Dan P. Dewey, R. Kirk Belnap, Nicole Whitby & Piotr Bródka, Michał Czuba**: *Peer interactions and L2 development during study abroad: Insights from longitudinal social network analysis*
6. **Gina Arnold:** *Teacher perceptions on task design & technological integration in lesson planning for the EFL/ESL classroom*
7. **Ghasem Faraji & Majid Elahi Shirvan:** *Heritage Language Anxiety and Majority Language Anxiety among Iranian Immigrants in Germany*

Poster session Day 2 (15:45 - 17:15)

1. **Karolina Sarzyńska, Magdalena Kochańska, Maria Obarska, Dawid Walczak & Natalia Banasik-Jemielniak:** *Factors linked to children's scores in Sentence Repetition Task: Evidence from bilingual children speaking Polish as one of their languages*
2. **Anna Olszewska:** *Regressive transfer in the syntactic domain: the effect of L3 Danish, Swedish or Norwegian on L2 English among L1 Polish speakers*
3. **Nur Seda Saban-Dülger & Anja Starke:** *Same or different? The description of developmental pathways of grammatical skills from the results of Language Sampling Analysis in monolingual and bilingual children*
4. **Dawid Walczak, Magdalena Kochańska, Maria Obarska, Karolina Sarzyńska & Natalia Banasik-Jemielniak**: *Sentence Repetition Task Gamified vs Non-gamified - Potential Differences in Results in a Sample of Bilingual Children*
5. **Maria Obarska, Piotr Kałowski & Natalia Banasik-Jemielniak:** *Systematic Review and meta-analysis of Sentence Repetition Task form and use with bilingual children*
6. **Angelica Zordan, Chiara Melloni, Tanja Kupisch & Michela Redolfi:** *Processing Adjectives Online: A Comparison between German and German-Italian Adult Heritage Speakers*
7. **Michal B. Paradowski & Magdalena Jelińska**: *Measuring multilingualism: Practical implications for operationalizing the construct*

UniKonIPCMA23
Book of abstracts

Keynote Lectures

October 12th, 9.15 - 10.15

L2 pronunciation learning through L2-captioned video
Prof. Dr. Joan C. Mora
University of Barcelona

Exposing learners to multimodal L2 input for language learning, such as viewing L2-captioned video, can provide them with large amounts of authentic audiovisual input in communicatively rich contexts where spoken language processing is aided by the simultaneous presentation of on-screen text and images. Empirical research investigating audiovisual input in the form of subtitled and captioned video has shown its effectiveness in enhancing L2 learning in the domains of listening comprehension, vocabulary acquisition, grammatical development and speech segmentation skills (Muñoz, 2023). However, research on the benefits of L2-captioned video as audiovisual input for L2 pronunciation learning is scarce and inconclusive (Wisniewska & Mora, 2020). What pronunciation domains (segmentals, suprasegmentals; Mora & Cerviño-Povedano, 2019) and skills (perception, production) might benefit the most from this type of audiovisual input? Can pronunciation learning take place implicitly by viewing L2-captioned video? or is it necessary to enhance learners' attention to phonetic form by implementing some input enhancing technique (e.g., audio-synchronized textual enhancement; Galimberti et al., 2023)? How can we minimize learners' potential cognitive overload when watching L2-captioned video? This talk will explore and discuss these questions with the aim of paving the way for future research in L2 pronunciation learning through audiovisual input.

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October 12th, 17.00 - 18.00

Acquiring Romance phonology against the backdrop of heritage bilingualism
Dr. Jonas Grünke

L3 acquisition has been a well-established field of research for quite some years now, but mainly related to either the consecutive learning of various foreign languages in monolingually raised learners or in relation to the learning of foreign languages in the context of more or less stable multilingualism (e.g. L3 English in Catalonia). The learning of foreign languages against the backdrop of heritage bilingualism, however, has only more recently been established as a research topic. While the most investigated foreign language in this area is certainly English, only few studies address the L3 acquisition of Romance phonology in contexts of migration-induced bilingualism so far. In my talk, I shall therefore report on several case studies, diving into the acquisition of French stop consonants, Spanish rhotics, and French intonation by German–Turkish bilingual learners. Thereby, I explore the question in which areas and to what extent the heritage language supports foreign language acquisition and how this can be stimulated.

October 13th, 9.00 - 10.00

Learning to read in more than one language: the role of cognitive, linguistic and environmental factors.
Dr. Daisy Powell

Most children globally grow up speaking more than one language, and often learn to read in a language other than their first language. Still, the vast majority of literacy research has involved monolingual children, mostly speakers of English, a language with an atypical and unpredictable writing system. How well does this research generalise to other languages, and to the multilingual context? Happily, literacy research across different linguistic contexts is rapidly increasing. In this talk I will present such research that I and my PhD students have been involved with. English still features heavily in this research, which considers children learning to read English as an additional language in the UK, as well as those learning to read in English as a second or foreign language in Malaysia and Saudi Arabia. This research has focussed on cognitive and linguistic factors (e.g., phonological processing, morphological awareness) and on cross-linguistic transfer effects. I'll then discuss research moving beyond the cognitive/linguistic underpinnings of literacy development to a focus on social and environmental factors, such as the home literacy environment and socio-economic status. I'll discuss how the impact of these environmental factors may vary across languages, with implications for social justice.

**Exploring reading in atypical populations:
eye-tracking and finger-tracking in dyslexia and bilingualism**
Dr. Michela Redolfi

This talk will discuss two studies on reading strategies and acquisition in typical and atypical populations. A reading-aloud task with eye-movement recordings was administered to Italian-speaking adults with dyslexia and age-matched typical readers to investigate whether morphological complexity aids adult readers, and if it is equally relevant in reading texts or isolated words. The results emphasized the central role of derivational suffixes in aiding morphosyntactic parsing and improving text reading in dyslexic adults, expanding on prior research primarily focused on children and word lists.

A second study examined reading in Sardinian–Italian bilingual children considering the potential impact of bilingualism on reading skills. While bilingualism generally doesn't hinder reading development, initial difficulties may arise due to a limited vocabulary in the dominant language. A finger-tracking reading task with ReadLet was conducted to investigate reading and comprehension skills in Sardinian–Italian bilingual children compared to their monolingual peers. The results showed that speaking a second language can benefit linguistic, reading, and comprehension abilities, shedding light on the advantages of bilingualism in this context and on the importance of minority language preservation.

Day 1: October 12th, 2023

10.15 - 10.45

The Effects of Caption Type and Language Learning Aptitude on Vocabulary Acquisition
Rebeca Finger-Bou & Carmen Muñoz
University of Barcelona

The extensive availability of audiovisual resources such as television, streaming services and social media has transformed the way we consume information, communicate with others, and, certainly, the way we learn languages. Empirical research has provided evidence demonstrating that vocabulary acquisition can occur through audiovisual input in the target or original language (L2), especially when using captions (Muñoz, 2022), as learners can visually recognise and notice the words. In fact, some studies have successfully directed learners' attention by increasing the saliency of certain items (Lee & Révész 2018), for example, by highlighting and coloring the target words. Others have used dual or bilingual captions, with both subtitles in the L1 and captions in the L2 (Liao et al., 2020). However, the potential advantage of the different types of captions is not evident yet (Montero Perez 2022). In this sense, vocabulary gains are usually affected by learner-related factors, such as previous vocabulary size and language learning aptitude. Previous vocabulary size is considered a significant predictor of vocabulary gains, whereas there is a lack of robust findings as to the effects of language learning aptitude (Montero Perez, 2022). The present study explores the effects of caption type on vocabulary acquisition by L1-Spanish/Catalan learners of English through short exposure to a 25-min documentary. It also analyzes how the potential gains might be affected by individual differences such as previous vocabulary size and language learning aptitude as measured by the LLAMA B and D subtests. Four groups were formed. Group 1 was provided with regular captions, group 2 with enhanced captions (target words highlighted in yellow and bold), group 3 with dual captions and group 4 with no captions. Vocabulary gains were assessed through pre- and post-tests that tapped into meaning recall and meaning recognition. Initial results suggest a general increase of vocabulary knowledge, but no significant differences between experimental groups, a significant effect of vocabulary size and of both LLAMA B and D for meaning recall and of LLAMA B for meaning recognition.

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10.45 - 11.15

Corrective feedback timing in mobile instant messaging: during-task versus post-task feedback

Bridget Murphy
University of Barcelona

Mobile instant messaging (MIM) is underutilized yet promising as a language learning tool in the L2 classroom. The 'reply' feature of MIM applications make them great platforms through which to provide written corrective feedback (WCF) to learners' messages, and the permanent and salient nature of text messages make MIM chats ideal environments for noticing and L2 acquisition to occur (Andujar, 2020; Schmidt, 1990). However, when to provide feedback to students while they complete tasks in the L2 remains up for debate (Li, 2018). Teacher training manuals seem to favour feedback provision after task completion so as not to disrupt communicative flow or embarrass learners (Anderson, 2017), yet second language acquisition theories like the Interaction Hypothesis (Long, 2015) and Skill Acquisition Theory (DeKeyser, 2015) seem to favour feedback provision during task completion. Though WCF timing has been investigated in synchronous computer-mediated communication contexts (see Henderson, 2021), no study to date to my knowledge has investigated the timing of WCF in a mobile-mediated communication context, which is the purpose of the present study. Participants are first-year university students enrolled in English I and II at a public university in Spain with a B2 level of English (CEFR). Participants complete several one-way communicative tasks with a researcher in a WhatsApp chat. The tasks elicit the use of 10 target language (TL) items (expressions related to two communicative functions: expressing regret and giving advice). WCF is provided to grammatical errors immediately following the TL items, and the feedback is similar to corrective recasts (a prompt followed by a recast) as used in Fu and Li (2022). Students receive WCF either during task completion or after task completion. Gains are measured by a timed oral elicited imitation task (to measure implicit knowledge) and an untimed use of English test (to measure explicit knowledge) given before, immediately after, and 7 days after the treatment. It is expected that students will significantly improve after receiving during- task feedback since error repair in the context of the task will proceduralize declarative knowledge of the grammar (DeKeyser 2015).

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Cross-linguistic ungrammatical priming in Turkish-German bilinguals

Hanife Ilen, Gunnar Jacob & Helen Engemann
Universität Mannheim

Research investigating the psycholinguistic foundations of contact-induced language change suggests that new structures may enter a target language through cross-linguistic structural priming in bilinguals (e.g. Kootstra & Şahin, 2018; Kootstra & Muysken, 2019). While cross-linguistic structural priming effects have been demonstrated for a wide variety of different language pairs and structural alternations (van Gompel & Arai, 2018), the vast majority of studies have investigated structures which are grammatical in both languages. However, the claim that cross-linguistic priming is also involved in contact-induced language change implicitly assumes that such effects can emerge even for structures which are ungrammatical in the target language. The present study investigates this assumption by looking at cross-linguistic ungrammatical priming for comparatives between Turkish and German. While Turkish comparatives are formed analytically, by inserting the comparative marker daha in front of an adjective, German comparatives are instead synthetic in nature, i.e. formed by attaching the comparative suffix –er.
In a self-paced reading experiment with a sample of 36 Turkish-German bilinguals (mean age 22.39, 28 female, 8 male), participants read German target sentences such as (2), which contained grammatically incorrect German analytic comparatives (mehr interessant*). These target sentences were preceded by either a Turkish prime sentence such as (1a), which included a Turkish analytic comparative (daha konforlu), or an otherwise identical Turkish control prime sentence such as (1b), which instead contained an indicative form (konforlu):

(1a) Jülide büyük bir evde oturmayı daha konforlu buluyor.   (comparative prime)
(1b) Jülide büyük bir evde oturmayı konforlu buluyor.   (indicative prime)
'Jülide finds it (more) comfortable to live in a big house.'

(2) Hannah findet naturwissenschaftliche Fächer mehr interessant als sprachliche Fächer.*
'Hannah finds scientific subjects more interesting than linguistic subjects.'*

The results for the critical segment containing the ungrammatical German comparative (mehr interessant) showed significantly faster reading times for targets following Turkish comparative primes than following otherwise identical indicative primes. This suggests that, at least in comprehension, cross-linguistic structural priming can even occur when the respective structure is ungrammatical in the target language.

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Bilingual language acquisition of compound nouns

Lisa Giesselbach & Anna-Lena Scherger
Fachgebiet Sprache und Kommunikation, TU Dortmund

Composition is a highly productive word formation strategy in German. Surprisingly, the acquisition of compound nouns is not well studied for both monolingual and bilingual acquisition (Elsen & Michel, 2007). However, previous studies show that monolingual children with typical language acquisition start to build compound nouns around age 2 and that acquisition is complete around the age of five (Elsen & Schlipphak, 2016; Kauschke, 2012). Compound nouns are the result of a composition, in which two or more elements are combined to build a new word. German compound nouns are right-headed, which means that the right element, the head, regulates the grammatical and semantic features. The first element represents the modifier of the compound and determines the head in more detail. Compounds in other languages can be right-headed, like in German, left-headed, both left- and right- headed or non-existent. Due to the different rules and strategies, children with German as their second language (L2) might have problems in understanding and producing compound nouns. This is of particular interest in the context of schooling, because compound nouns are a common word formation strategy in academic language.

In a first, yet to be published investigation of comprehension and production of neologistic compounds (BLINDED FOR REVIEW), a new test has been developed. The production test consists of 31 and the comprehension test of 24 neologistic compounds. The components are real objects or animals. To minimize the influence of a potential vocabulary disadvantage of bilinguals, the compound nouns themselves did not exist. The comprehension task consisted of a word-picture-selection design. In the production task, children were asked to name each component of the compound and the compound itself.

Results show that school-aged children with German as L2 (n = 11; median age in months = 92,09; SD = 8,61) show significantly more inversions in comprehension than their age-matched monolingual peers (n = 9; median age in months = 86,44; SD = 13,02) and bilingual simultaneous learners (n = 8, median age in months = 87,38; SD = 6,80). In the production task of this pilot study, inversion rates were significantly higher in the L2 group than in the aged-matched monolingual control group.

The results indicate that bilingual children might be at risk of disadvantaged academic language development. To further analyze this risk, a largescale investigation of the inversion rates in comprehension and production tasks is planned. This work in progress will be presented with a particular focus on cross-linguistic influence of the children's heritage language on compounding in L2 German.

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The Role of Code-Switching in Bilingual First Language Acquisition: The case of le in Two French-English Bilingual Children

Suzanne Patzschke
University of Caen Normandie

Bilingual first acquisition (BFLA) children acquire and use their languages differently than their monolingual peers, as they can for instance choose between saying utterances in a single language and mixing their languages by means of code-switching (De Houwer, 2011). They do so for various reasons, such as gap-filling (Genesee and Nicoladis, 2007), and to include other participants (Klapicová, 2017). More precisely, the motivations behind code-switching in children may be a sign of language ingenuity rather than a sign of confusion because it is rule-governed and comprises pragmatic competences (Rayahu, 2018). Nevertheless, code-switching in children has been less studied than in adults (Christoffersen, 2014).

The aim of this study is to analyze the code-switches of two French-English bilingual infants who are simultaneously acquiring their languages in order to get a better understanding of the role code-switching plays in BFLA.

To this end, two brothers, aged 4 to 5 years were recorded over a nine month period for a total length of ten hours in their home during everyday activities, such as eating and playing. The recordings were manually transcribed and then analyzed in order to determine how the participants use code-switching. It was found that the participants predominantly use the French definite article le instead of its English counterpart <the>, which may suggest that they use code-switching as a communication tool to overcome difficulties. Moreover, the bilingual infants' code-switching behavior does appear to be constrained, which indicates that it is not a sign of confusion but rather a normal part of their development as early bilinguals.

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Comprehension of Subject and Object Who- and Which-questions in Monolingual and Heritage Farsi-speaking Children

Tina Ghaemi & Anamaria Bentea
Universität Konstanz

Introduction. Cross-linguistic research has shown that object which-questions are the most difficult questions for children to comprehend compared to subject questions and object who- questions [1, 2]. Children tend to initially interpret an object question as a subject question, hence are biased toward an agent-first interpretation. One plausible account is that making use of language-specific cues can facilitate the comprehension of object questions if these morphosyntactic cues override children's initial preference [1, 2, 3]. Farsi represents a favorable test case for this hypothesis because it has one salient informative differential object marker/DOM ra, following object nouns and bare wh-objects. Therefore, when the wh-object appears clause- initially, it offers an early cue that could potentially prevent children from committing to a subject/agent-first interpretation (or facilitate reanalysis) in object questions. Our study aims to investigate (a) how monolingual Farsi-speaking children interpret who-questions as compared to which-questions, (b) whether children are sensitive to the presence of DOM (ra) and use it for the comprehension of object -questions, and (c) to what extent heritage bilingual children differ from monolingual children in the comprehension of wh-questions.

Method. 15 monolingual children (M = 4;9 yo, SD = 4 months, range = 4.5-5.8) and 16 bilingual children (M = 7.3 yo, SD = 16 months, range = 4.11-9.7) took part in a picture-selection task. Participants were tested on 32 items in which we manipulated the structure type (subject and object) and wh-word (who vs which). Each test item was associated with a pair of pictures (Figure 1) in which the same characters performed the same action with reversed thematic roles.

Results. Figure 2 shows the percentage of accurate responses for who- and which-questions for monolingual and heritage children. A generalized linear mixed-effect model yielded a significant effect of structure-type for both groups (p < .001), showing that children were overall more accurate for subject compared to object questions. A significant three-way interaction between structure-type, wh-word and group was found (p < .001), revealing that whereas the heritage group showed a subject-object asymmetry across the board, there was a significant interaction between structure-type and wh-word in the monolingual group. Pairwise comparisons indicated that monolingual children comprehend subject and object which-questions equally well and that the subject-object asymmetry only surfaces in who-questions.

Discussion. The findings show that, contrary to cross-linguistic findings [1, 2], object who- questions posed the most comprehension difficulties for Farsi-monolingual children. Nonetheless, the monolingual children could make use of ra to correctly interpret object which-questions. In this sense, the difficulty related to object who-questions cannot stem directly from the inability to use ra. By contrast, the lower accuracy found in the heritage children for all object questions might be indicative of the fact that this group is less sensitive to the information provided by ra.

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15.00 - 15.30

Pre-aspiration in Modern vs. Heritage Icelandic
Meike Rommel

Pre-aspiration as a general phonetic phenomenon is reported for a lot of different language families and dialects (e.g., Ní Chasaide (1985), Ladefoged & Maddieson (1996)). However, normative pre-aspiration, i.e., pre-aspiration as a phonological feature of a particular language or dialect, is only documented for a handful of languages.

The most famous one belonging to this group is probably Icelandic. Therefore, pre- aspiration in Icelandic has been investigated in several studies over the last years (e.g., Thráinsson (1978), Árnason (1986)). Nonetheless, empirical data and exact phonetic analyses of these are often missing and discussions are frequently based on introspection.

Due to this, the actual phonological status of pre-aspiration in Modern Icelandic still needs further investigation. Additionally, this feature has only been researched in the variety of Modern Icelandic as it is spoken in Iceland. So far, no-one has looked into Heritage Icelandic, which is still being spoken in some parts of Northern America (Árnbjörnsdóttir, 2006).

In May 2023, I recorded 30 native speakers of Modern Icelandic in Reyjkavík (Iceland). The speakers were either in between 18 to 50 years old or older than 70. All of them participated in two production experiments, a picture-naming task and a picture- story-telling task. The stimuli used in these experiments were selected based on the following three contexts (part of the first syllable in all stimuli):

a) short vowel + plosive (with pre-aspiration): tappa /tahpa/ (eng. cork)
b) short vowel + plosive (without pre-aspiration): krabba /krapa/ (eng. crab)
c) long vowel + plosive (without pre-aspiration): api /aːpɪ/ (eng. ape)

I will present the preliminary results of the phonetic analysis of these speech recordings, including noisiness of pre-aspiration and duration of preaspiration, preceding vowel and following plosive (closure). The measurements of the two age groups and of the first and second experiment are compared with each other, since both factors (age and type of experiment task) were reported to affect phonetic characteristics of pre-aspiration. The recordings analyzed here will serve as a control group for further studies of Heritage Icelandic that will be conducted in Canada in the upcoming months.

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Processing adjectives online: A comparison between German and German-Italian adult heritage speakers

Angelica Zordan, Chiara Melloni, Tanja Kupisch & Michela Redolfi
Università di Verona

The communicative value's importance of the adjective has been overlooked for a long time. In fact, by limiting the imaginative possibilities associated to a certain noun, the adjective leads to a more precise meaning of the intended word. In this sense, the adjective can bring some further information when in combination, and so in a dependence relationship, with the noun (Trost, 2006). The present study aimed to gain more knowledge about this combination. Indeed, the goal was to explore the online processing, and consequent interpretation, of A-N (adjective- noun) combinations by studying the eye-gaze patterns of two different groups in a Visual World task. Specifically, we tested 31 German adults (mean age=23) and 9 German adults heritage speakers of Italian (mean age=21). Thus, we worked with two languages that differ with respect to their canonical word-order of the A-N combination: in fact, in German the attributive adjective is always in a prenominal position (e.g., Derdet roteadj Schuhnoun), while the non-marked position of Italian attributive adjectives is postnominal (e.g., Ladet scarpanoun rossaadj). The main goal of our study was to explore whether the two populations presented a different processing pattern of A-Ns, combinations in which attributive adjectives were either intersective, relative or absolute. Furthermore, we aimed to check whether bilingualism played any kind of role in the processing of the A--N itself.

By conceiving the present study as a re-adaptation from Redolfi (2020), we designed a Visual World task implemented by eye-tracking technology. Participants were given a combination of visual and oral stimuli: indeed, each trial involved an oral question, e.g., Wo ist der blaue Ball? (eng., Where is the blue ball?) about pictures simultaneously presented on the screen in a group of four; the images were specifically crossed with two attributes in a two-by-two design. Each trial presented a target image, a noun competitor, an adjective competitor, and a distractor. Participants were asked to follow with their gaze these stimuli.

The statistical analysis revealed that both German speakers and German heritage speakers of Italian can successfully process and interpret adjectives in all three different conditions, constantly reaching the ceiling in the target identification. Additionally, and contrary to Redolfi (2020) and Aparicio's (2016) findings, the processing of absolute adjective-noun combinations didn't seem to be significantly slower than the one of other adjective conditions. Finally, from a general perspective, no significant effect of bilingualism was observed in the interpretation of A-N in German heritage speakers of Italian, whose processing's performance was similar to German adults' one.

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Differential Social Norms in L2/L3 vs L1: Non-Trivial Foreign Language Effects

Michal B. Paradowski, Marta Gawinkowska & Zofia Stańczykowska
Institute of Applied Linguistics, University of Warsaw

Recent research (Costa et al. 2014; Geipel, Hadjichristidis & Surian 2015, 2016; Cipolletti, McFarlane & Weissglass 2016; Corey et al. 2017; Hayakawa et al. 2017; Ĉavar & Tytus 2018; Brouwer 2019; Karataş 2019; Dylman & Champoux-Larsson 2019; Driver 2020) has shown that the same dilemma may elicit different moral judgements depending on the language in which it has been described. For instance, reading scenarios in which noble intentions lead to bad outcomes—or good outcomes ensue despite dubious motives—in a foreign language (L2) lead participants to place greater weight on outcomes in making moral judgments (Geipel, Hadjichristidis & Surian 2016). This clashes with notion that the effort of using a L2 cues our cognitive system to prepare for strenuous activity and thus a more deliberate mode of thinking (careful reflection makes people think more about the underlying intentions), and instead suggests that a L2 reduces the relative weight placed on intentions versus outcomes by either muting emotional responses (triggered by intentions) or depleting cognitive resources. The explanation usually invoked in the above scenarios is the different purported emotionality of content presented in one's first vs second languages.

Using a covert 2×2×2 experiment where 61 L1 Polish – L2 English bilinguals – final year MA students majoring in either Applied Linguistics (with English as their first foreign language) or English – were asked to translate (L1↔L2) a passage peppered with swear words, we show that the picture is much more complex. While the results ostensibly corroborate the so-called 'foreign language effect', with a significant interaction between the source and target words and the direction of translation, it was only observed in the case of ethnophaulisms, that is expletives directed at social (out)groups (significant interaction between the source and target words, direction of translation, and type of words, $F_{(1,59)}= 59$, $p<.01$; $\eta p2=.16$), but not generic swearwords. This indicates that the key factor modulating response strength is not so much the different emotional power associated with the respective languages, but social and cultural norms.

In a follow-up study, we extend the investigation of the effect of language choice on acceptability judgments of social norm violations by looking at whether a difference will be observed in ratings given in multilingual speakers' L3 vs L2. Expectedly, the acceptance rates of scenarios presented in the two languages did not differ much. However, regression analyses indicated different predictors of evaluations: in the L2, the age factor was significant, with older participants more severe in their judgments; the severity of judgments passed in the L3 in turn depended on the respondent's gender, with male participants evaluating the scenarios as less severe.

Long cultural learning and socialization make expressions in L1 highly prone to normative influences, whereas using a second/third language exempts the speaker from these (whether our own or socially imposed) norms and limitations. It transpires that switching to a foreign language during decision-making may not only reduce emotionally-driven responses and political correctness biases, but also promote candid deliberative processes (e.g. rational cost-benefit considerations).

Peer interactions and L2 development during study abroad: Insights from longitudinal social network analysis

Michal B. Paradowski, Dan P. Dewey, R. Kirk Belnap, Nicole Whitby, Piotr Bródka & Michał Czuba

Institute of Applied Linguistics, University of Warsaw

Second language acquisition during study abroad (SA) has been a burgeoning field of enquiry over the last three decades. The experience of potential immersion in a target-language (TL, L2)-speaking community coupled with the opportunity of engaging in meaningful communication are commonly believed to be conducive to accelerated progress. However, not all learners benefit equally from SA sojourns, and considerable variation has been evinced in students' linguistic attainment.

One line of enquiry that has attempted to explain the varied picture has investigated students' social networks as a factor conditioning their interactions and—subsequently—progress. However, most of the extant studies have i) focused on sojourners' interactions with native speakers of the TL, passing over their communication with other interactants (despite the fact that these conversations oftentimes constitute the majority of their linguistic experience) ii) only investigating participants' egocentric networks (asking students to nominate the persons they talked to, but without gaining respective insight from the nominated alters), iii) if at all, used solely global metrics of the networks extracted (such as size, dispersion, and density), and iv) only measured pre-sojourn proficiency and one-shot post-stay gains.

This contribution analyzes the longitudinal development of the social interaction network and its influence on L2 gains of 41 U.S. sojourners enrolled in a 3-month intensive study abroad Arabic program. Unlike extant research, the current study i) focuses on students' interactions with their alma mater classmates as well as other agents ii) reconstructing their complete network (in line with the novel computational social network analytic methodology laid out in Paradowski, Jarynowski, Jelińska & Czopek, 2021; Paradowski, Jarynowski, Czopek & Jelińska, 2021; Paradowski, Cierpich-Kozieł, Chen & Ochab, 2022), iii) tracing the impact of each individual student's position in the social graph using betweenness and in-/out-degree centrality metrics, and iv) includes a dynamic developmental perspective with three measurement points at 4-week intervals each, gauging the extent to which changes in the interaction networks translate to changes in both self-perceived and objectively measured progress along a range of dimensions.

The learners formed mostly same-gender cliques changing minimally over time. Closeness centrality largely correlated with TL use and self-perceived gains in linguistic and cultural competence, suggesting networking with classmates might facilitate L2 use and development. The best peer-connected students tended to be highly motivated females with high starting L2 proficiency. Interaction with classmates aligned with initial Arabic proficiency and LX competence. Motivation to learn Arabic, LX competence, closeness, and self-reported progress in reading, writing, listening, vocabulary, grammar, and overall Arabic abilities were positively correlated. The strongest predictors of objective proficiency gains were LX competence and level of closeness to classmates.

Freelance teacher perceptions on task design & technological integration in lesson planning for the EFL/ESL classroom

Gina Arnold
Universitat Internacional de Catalunya (UIC)

Very few studies have considered teachers' perceptions of lesson planning, pedagogic task design, and the integration of pedagogically-oriented technology into these processes. In an endeavor to engage in the research-pedagogy dialogue, this study qualitatively explored the perceptions of 18 freelance and language academy teachers from a variety of language backgrounds and contexts, including Spain, Russia, Guatemala, South Korea, and the United States. The study incorporated teacher background questionnaires, semi-structured interviews which included a virtual walk-through of an online task design prototype, and a Think Aloud protocol where two teachers designed a task in real-time, using a more advanced prototype of the online task design tool.

Freelance teachers conceptualized and applied pedagogic tasks in a variety of ways, but they did nearly always envision a task as an "action"-driven activity. As expected, rather than integrating technology into the lesson planning or task design process, teachers primarily noted the technology used for gamification with students. Finally, the decisions behind lesson planning varied immensely, depending on the type of training given to teachers: some teachers started with the lesson aim, while others simply followed a textbook with no communicative outcome in mind. Through the interviews and Think Aloud protocols, teachers' task design could be observed, and the process was not inherent for all teachers as they conceptualized the function of a task differently. There were unanimous financial concerns over integrating new technology, but a willingness to integrate technological invention if it could save time. Teachers' perceptions provided implications for syllabus designers, teacher training programs, and language academy administrators as they consider how teacher training, education, and continued support could be key in providing consistently effective student learning.

The current research is associated with taskGen (taskgenresearchgroup.wordpress.com), a task design tool being created to aid teachers in building tasks, based on the Task-Based Language Teaching (TBLT) methodology.

Perception of German vowels in Italian second language learners

Alexia Despina Leonidou

Philipps-Universität Marburg (Home Institution), Università di Verona (Cotutelle-Institution), Freie Universität Bozen (Cotutelle-Institution)

Previous literature indicates that the acquisition of a new phonological system yields varied outcomes depending on linguistic (systemic) and non-linguistic (extra-systemic) factors. Linguistic factors encompass differences in phonological systems and the presence of new vs. similar sounds [1], while extra-systemic factors include age, gender, social networks, learning motivation, and input quality and quantity. The present study is part of an ongoing doctoral project that examines perception and production in adult and child second language learners of German with Italian as their L1.

The focus of this study is on the perception of German vowel categories in Italian adult L2- learners. [2] identified nine typical "learning problems" that native speakers of Italian encounter in Italian-German language contact. This study focuses on two of such problems: 1) the perception and realization of /ə/ as /e/ or /ɛ/ and 2) the perception and realization of /y/ as /u/ or /i/. Neither /ə/ nor /y/ exist in the phonological system of Italian. The general hypothesis is that the perception of contrasts involving non-native phonemes by Italian native speakers is less accurate than that of German native speakers due to difficulties with phonological categorization. The expected assimilation patterns are: /ə/ as /e/ or /ɛ/; /y/ as /u/ or /i/. Furthermore, conducting a detailed analysis of mis-categorizations can provide insights into the specific features on non-native phonemes that influence vowel perception in L2 learners of German.

The experimental design is based on a perceptual categorization task described by Darcy & Krüger [3]. Participants listened to a series of contrasts realized in two different word templates: schwa-contrasts presented in the final syllable of pseudowords (e.g., kobə vs. kobe or kobɛ) and /y/-contrasts in the first, stress-bearing syllable (e.g., sypo vs. sipo or supo). The pseudowords were presented auditorily as triads in "same" and "odd" conditions on a computer. Each experimental session ended with a language experience and proficiency questionnaire. Participants included 36 university students with Italian as their L1 who learned German in a formal context. In addition, two control groups (German native speakers and Italian native speakers without knowledge of German) are currently tested.

A preliminary analysis of the data revealed a mean response accuracy of 85,3% for German native speakers, 69,7% for Italian native speakers with no German knowledge, and 71,2% for the L2-learners of German. The results on reaction times for different vowel contrasts will be presented and discussed in the talk. In ongoing and future work, the samples will be increased, and production data will be compared with the results on perception.

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Sensitivity to identifiability in Italian bilingual children

Nicola Perugini
Università di Bologna

The study examines simultaneous bilingual children's sensitivity to the identifiable/unidentifiable opposition of referents during the construction of narrative discourse in Italian. Definiteness is the grammaticalization of identifiability and is encoded through different linguistic forms in world languages: languages with articles vs languages without articles. Two narrative discourse tasks in Italian were administered to 41 children aged 4-7 years: 30 bilingual children, all from migrant backgrounds, divided into 3 groups according to the family language spoken with gradual typological distance from Italian (10 South American Spanish speakers, 10 Arabic speakers, 10 Mandarin Chinese speakers) and 11 monolingual Italian children. Narrative productions were collected using MAIN. The task involved telling the story to the researcher, without the researcher being able to see the stimulus pictures. For each noun produced, the context in which it appears (identifiable or unidentifiable) and the form of occurrence were noted: definite article, indefinite, bare. The results of the analysis so far, show that all groups are sensitive to referent identifiability, as early as age 4. Regarding the main formal strategies, Spanish- and Arabic-speaking bilinguals seem to behave very similarly to monolinguals, except for the use of indefinites, which in the appropriate (unidentifiable) contexts are produced in slightly smaller amounts. Chinese monolinguals construct their own system of encoding identifiability: bare nominals in identifiable contexts, numerals for one in non-identifiable contexts. Again, no identifiability is the area of lowest accuracy. Non-identifiability appears to be the area of greatest discrepancy between monolinguals and bilinguals. The study is controlled for linguistic distance and immigration status, and both child-internal factors such as measures of language proficiency and working memory and child-external factors such as exposure to Italian and SES will be also considered in further analysis. The final aim is to have a better understanding of the main factors that contribute to creating the gap between monolinguals and bilinguals.

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Factors linked to children's scores in Sentence Repetition Task: Evidence from bilingual children speaking Polish as one of their languages

Karolina Sarzyńska, Magdalena Kochańska, Maria Obarska, Dawid Walczak, Natalia Banasik-Jemielniak.
Maria Grzegorzewska University

Sentence repetition tasks are used to assess grammatical language development in children and have been found to be sensitive indicators of linguistic development. Research has shown that scores on these tasks reflect the level of numerous cognitive abilities: auditory verbal memory, working memory, processing speed, but also reading abilities, language skills and text comprehension (Barlett, 2018). However, potential relation of demographic factors on the performance in sentence repetition needs further research. There is evidence that the number of questions recalled by participants increases with age (Archibald & Joanisse, 2009), but the question of sex (Gaddes & Crockett, 1975; Spreen & Gaddes, 1969), socioeconomic status (Balladares et al., 2016), number of older siblings and parental education level (Barlett, 2018) remain unclear. The present study aims to examine the relationship between children's sentence repetition task scores and demographic variables including: sex, age, socioeconomic status, parental education level, and the number of older siblings.

The research sample consists of a group of bilingual children aged 5-6 years who speak Polish and English or Polish and German, and a control group of monolingual Polish-speaking children. So far, 100 children have participated in the study, which is still in progress, and we are expecting an additional 30-40 participants.

We hypothesize that sex, age and socioeconomic status will be related with children's performance on the Sentence Repetition Task, potentially reflecting dierences in linguistic proficiency and cognitive processes involved in sentence processing. Participants' ability to accurately reproduce syntactically complex sentences will be evaluated. Additionally, in order to replicate some of the previous findings, we will take into account children's nonverbal intelligence measured by Raven's Coloured Progressive Matrices, and vocabulary measured with Cross-linguistic Lexical Task.

Statistical analyses will be carried out using IBM SPSS Statistics. In addition to correlational analysis, we plan to compare the means of monolingual and bilingual groups.

The results of this study can contribute to our understanding of factors involved in children's linguistic performance. A better understanding of these relationships can inform educational and clinical practices aimed at promoting language skills in children from diverse backgrounds.

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Regressive transfer in the syntactic domain: the effect of L3 Danish, Swedish or Norwegian on L2 English among L1 Polish speakers

Anna Olszewska
Adam Mickiewicz University (Poznań, Poland)

The current research on third language acquisition focuses on the influence of the first and the second language (or both combined) on L3. Less attention has been given to the opposite direction, in which the subsequent language impacts the previously acquired ones. Thus far, the effect has been captured by the Differential Stability Hypothesis (DSH; Cabrelli Amaro 2017), as well as its complement, the Sandwich effect (Puig-Mayenco 2022). The former advances that early and late acquired systems differ in stability, and thus may be differently vulnerable to transfer. The latter assumes that regressive transfer from L3 is more pronounced, when the structure patterns the same in both L1 and L3. The effects have also been observed in six other, priorly conducted studies. Importantly, they all address the influence between non-native systems (i.e., L3/L4 on L2/L3), without the inclusion of L1, and the majority has been done on L1 Cantonese L2 English speakers with different L3s. Following these recent, yet scarce findings, it can be assumed that the previously acquired languages are not resistant to change.

This PhD project is based on a pseudo-longitudinal study that will be conducted among L1 Polish L2 English speakers, who acquire L3 Norwegian, Swedish or Danish from beginning to proficient levels in instructed settings. Their performance will be compared with two control groups: one of L1 Polish L2 English bilinguals and one of L1 Polish monolinguals. The participants will be tested by means of an acceptability judgement task and an oral production task in order to examine whether competence and performance are differently vulnerable to the influence from L3. The study will focus on syntactic structures that significantly differentiate Mainland Scandinavian languages from English and Polish across main and embedded clauses. Thus, it will consider whether L3 exerts influence on the previously acquired languages, most notably L2, and whether the robustness of regressive transfer on L2 and L1 changes in relation to proficiency in L3.

The aim of the presentation is to give an overview of the study design that has been developed to address the aforementioned questions, as well as to report on the main objectives and expected outcomes. I will consider the methodological challenges encountered at the developmental stage of the study, as well as the necessary alterations that were made following the preliminary, small-scale pilot testing of the chosen tasks. The presentation would allow to obtain valuable feedback as the project is about to move into the data collection stage.

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Corpus study on modal particles: the acquisition of denn and schon in bilingual children

Federica De Cristofaro
Universität Konstanz

In bilingual acquisition research, modal particles are still an underexplored category. Many studies focus on code-switching phenomena using modal particles in the heritage language (e.g. Matras, 2000; Goss & Salmons, 2000), but not much attention has been given to the effects on particle acquisition in the majority language. In particular, an interesting aspect arises from looking at the age of first production of modal particles and their adverbial counterparts and the mechanism of acquisition that may be involved, like imitation and echoism (e.g. Clark, 1997; Carpenter et al., 2005). Moreover, cross-linguistic influence is another factor to take in consideration while analysing the acquisition and the non-target-like production of particles by bilingual children (Mak et al., 2020). All these aspects will be presented in the comparison of two corpora: the bilingual German-Italian corpus from the project "Frühkindliche Zweisprachigkeit: Italienisch-Deutsch und Französisch-Deutsch im Vergleich"(Müller et al., 2006) and the German monolingual CHILDES Rigol Corpus (Lieven & Stoll, 2013). Specifically, the utterances of two children from each corpus will be the focus of the research, looking at the transcriptions of spontaneous speech in naturalistic settings from age 0 to age 5. The particles under investigation are the German modal particle denn and schon and their conjunctive and adverbial counterparts.

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Day 2: October 13th, 2023

10.00 - 10.30

Bilingual oral language and literacy in Greek-German primary school children: Effects of internal and external background factors
Freideriki Tselekidou & Natalia Gagarina
Leibniz-Zentrum Allgemeine Sprachwissenschaft (ZAS) &
Humboldt-Universität zu Berlin

Oral language lays the foundation for literacy, and especially reading comprehension (Duke & Cartwright, 2021; Gough & Tunmer, 1986; Hoover & Gough, 1990). However, the associations between diverse language measures and reading comprehension in dual languages of bilinguals are far from being understood (Kremin et al., 2016). The current project examines a) how different oral language measures account for reading comprehension and b) which internal and external background factors contribute to reading development in both languages of Greek-German school- aged bilinguals.

For this purpose, 50 Greek-German bilingual children receiving formal literacy instruction in both languages will be followed from Grade 1 (7 years old) to Grade 2 (8 years old). Children will be tested at two testing points, one year apart, in a broad range of oral language measures, with the tests eliciting childrens' knowledge in the core domains of oral languages responsible for early literacy: phonological awareness, vocabulary, morphosyntax, and oral narratives, in both Greek and German. Since literacy is a complex concept, its components, i.e. decoding, reading fluency and reading comprehension will be accessed in Greek and German, and cognitive skills (i.e., rapid naming, short- term memory, non-verbal IQ) will be targeted to scrutinize the research questions. In order to use parallel tests in both languages, vocabulary and phonological awareness tests have been adapted to Greek. Furthermore, several internal (i.e., Age of Onset) and external background factors (i.e., socioeconomic status, language, literacy and multimedia exposure) will be assessed via parental questionnaires.

The project is in the first year of its implementation. A pilot study of 8 children has been conducted and data collection for the first testing point is in progress. Preliminary results on oral language skills and background factors will be presented. Expected results from the current project will advance our knowledge on the multiple associations between oral language and reading by considering internal and external background factors and examining theoretical models, i.e. the cross-linguistic transfer and usage-based theories. Furthermore, it will provide practical implications to policy makers and educators on heritage language education and possible early strategies/interventions on bilinguals with risk of developing reading difficulties.

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10.30 - 11.00

Reading predictors in bilingual and monolingual preschool children: a didactic intervention on phonological awareness

Sara Cavaglià, Chiara Melloni, Maria Vender

Università di Verona

State of the art. In the last few years, a growing interest in the interaction of bilingualism and language disorders has been observed [1, 2, 3]. This is because the identification of language impairment in young bilingual children is not always straightforward: children acquiring reading in their second language may display difficulties comparable to those of dyslexic children, especially if the L2 is not fully mastered [3]. This may lead to a risk of over or under-diagnosis of dyslexia in the bilingual population. Studies have shown that tasks tapping phonological awareness correctly identify bilingual children who have already received a diagnosis of dyslexia [2]. However, if children at risk could be identified even at earlier stages, they could receive appropriate and adequate support when entering the school system.

Aim of the study. The study is designed to analyse the role of linguistic predictors of reading skills in Italian, including narrative abilities, vocabulary, phonological and morphological awareness in monolingual and bilingual Italian L2 preschool children; also, the effect of a didactic intervention aimed at enhancing children's phonological skills will be investigated. The general aim is to elaborate both a protocol that may help in the early screening of children at risk for dyslexia (irrespective of language) and a didactic intervention designed to support the development of sublexical abilities (phonological awareness).

The study. The project is designed as a longitudinal study. In the first phase, an experimental group (27 Italian monolinguals, 12 bilinguals with Italian as L2) and a control group (17 Italian monolinguals, 22 bilinguals) of preschool children attending the last year of kindergarten were tested on linguistic predictors of reading abilities. In the second phase, the experimental group took part in a 9-hour didactic intervention focused on the enhancement of phonological skills. The activities were presented as group games and were structured in three levels: manipulation of words as a whole unit; syllable manipulation; phoneme manipulation. In the third phase, both groups were tested again on the tasks proposed in the first phase that tapped into phonological awareness, to evaluate the effectiveness of the didactic intervention on these skills. This phase is still ongoing.

Preliminary results. By the conference time, all children will have taken part in the post-test phase. preliminary data on the linguistic profile of both monolingual and bilingual children as well as on the effectiveness of the didactic intervention on phonological awareness will be presented.

Next steps. In the next two years, the study will be composed of two more phases: the same groups of children will be tested on reading abilities at the end of the first and second year of primary school, to evaluate the role of predictors on reading acquisition and the impact of the didactic intervention on reading achievements.

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11.30 - 12.00

Tongue kinematics in L2-directed speech: a twin EMA design

Noemi Furlani & Doris Mücke
Universität zu Köln

L2-directed speech1 (L2DS) is the phenomenon of adapting one's way of speaking when the interlocutor is non-native. The literature states that L2DS is different than native-directed speech (NDS) and tends to be easier, by means of word choice and also prosody (see for example, DePaulo & Coleman, 1986; Coupland & Giles, 1988; Biersack, Kempe, & Knapton, 2005; Hazan, Uther, & Grunland, 2015). The Hyper-Hypoarticulation (H&H) theory of speech production (Lindblom, 1990) states that each speaker's motor control is driven by two main principles: economy, i.e. saving energy and effort, and plasticity, i.e. aiming to a certain result. From an articulatory point of view, speakers accommodate their way of speaking to the interlocutor across the continuum of hypo- and hyperarticulation. Thus, for L2DS we expect speakers to adapt to the challenging condition of speaking to a non-native speaker and, for example, counterbalance poor linguistic competences of the interlocutor by improving intelligibility with slower and more distinct speech production (hyper-articulation).

To date, studies on L2DS have focused on vocabulary choice, speech rate and acoustic measures of the fundamental frequency (F0) in comparison with child-directed speech, speech in background noise and NDS. In the present study, we aim to conduct research on articulation and prosodic properties of focus realization in L2DS in a conversational setting. The kinematic analysis of supra-laryngeal articulation will allow us to better understand the differences between L2DS and NDS and see whether differences in acoustic parameters go hand in hand with differences in kinematics. Our prediction is that L2DS will entail more effort from the speaker. Such an effort can surface from the analysis of the acoustic parameters (louder speech, greater F0 excursion) or from the articulatory parameters (hyperarticulation, i.e. longer and bigger tongue and lip movements).

As L2DS occurs between (at least) two participants, the discourse setting is a dialogue. Research on dialogues has often had the issue of being carried out in a way that is far from any usual human interaction. In order to achieve a setting as near as possible to a naturalistic one while being able to measure the relevant quantities, we use a dual arrangement of Electromagnetic Articulographs (EMA, AG501 twin) to simultaneously record two subjects during semi-spontaneous speech. The experiment will be carried out as a game: each participant will look at a screen and see a little robot putting a tool on a table-like object. The participants will ask each other questions about which tool has been put where, eliciting answers by the other. These answers will include target words, which appear in three conditions: background, broad or contrastive focus. We will record the trajectories of the lips, tongue tip and tongue body. From these measures, we will compute the duration, maximum velocity, horizontal and vertical displacement of vowel realization in each target word. Moreover, we will carry out acoustic recordings in order to investigate F0.

In the poster, I will show the experimental setup and present preliminary data, which is not yet available at the moment.

1.   Or foreign-directed speech.

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Third language acquisition in high intercomprehension settings: Displaced Ukrainians learning Polish

Michal B. Paradowski, Andrzej Jarynowski & Karolina Czopek
Institute of Applied Linguistics, University of Warsaw

Since the beginning of the Russian invasion of Ukraine on 24 February 2022, 11.9m refugees crossed the country's border into Poland. We investigate peer learner networks of 251 participants in an intensive course of the Polish language dedicated to the newcomer population. The participants came mainly from eastern, southern and northern Ukraine (the further east the origins, the higher the proportion of declared use of Russian). Apart from the special situational context, together with the close typological similarity between the languages spoken and being acquired, the students present a unique language constellation profile, with most being functionally bilingual in Ukrainian and Russian, but with different degrees of dominance in each language and complicated attitudes to the latter.

Using a pre-/post-test design and a specially devised survey, we apply the tools of computational social network analysis to find out whether and how patterns of out-of-class communication within and beyond the cohort affected linguistic gains.

The refugee students are most satisfied with their communication in Polish with neighbors and volunteers, less so in service encounters and the workplace, and the least in the administrative sphere. Polish language use was highest in text messages. The students self-rated their progress best in vocabulary and lowest in grammar.

While dominance in Ukrainian vs Russian did not affect progress in the TL, speaking Ukrainian correlated with centrality in the contact network. Russian speakers often concealed their L1 use (62% of users of Russian in the private sphere declared Ukrainian as their L1). A reconstruction of the student networks shows higher weighted degree centrality among students declaring Ukrainian as their L1, while L1 Russian speakers are at the network periphery, suggesting linguistic segregation with symptoms of marginalization. The most influential significant predictors of self-perceived progress overall and in grammar were level of course enjoyment and two social network measures: the degree of being indicated as interlocutors by well-connected students (pagerank) and degree of interaction with Russian-speaking friends. Objectively measured progress, however, instead hugely negatively correlated with length of residence in Poland.

12.30 - 13.00

The role of typology and recency in multilingual acquisition of grammatical gender
Charlotte Englert, Ilaria Venagli, Tanja Kupisch

Background. A fundamental concern of third (L3) and additional language acquisi- tion is transfer which can be broadly defined as "influence of previous linguistic know- ledge on the development and/or performance of a target non-native language" (Roth- man 2013: 223). Two prevailing L3 transfer models, the Typological Proximity Model (TPM) (Rothman 2013) and the Linguistic Proximity Model (LPM) (Westergaard et al. 2017), emphasize the role of typological and structural similarity, respectively, for the selection of the transfer source. While the former assumes full transfer of one back- ground language, the latter assumes property-by-property transfer possibly from sev- eral background languages. The goal of the present study was the investigation of transfer of grammatical gender, as the only two previous studies on gender transfer in L3 acquisition provide divergent results with regards to the number of transfer sources (Długosz 2021, Ozernyi 2021). We addressed the following questions: (i) Is there trans- fer from one or from several sources? (ii) What is the role of typological/structural similarity? What is the role of recency of the background languages?

Gender assignment experiments. Participants assigned gender to unfamiliar Franco- Provençal (FP) nouns in two experiments. FP is a Romance language bearing resemb- lance to French and Italian. Orthographical similarity of the FP nouns to the two lan- guages was measured by Levenshtein distance (LD). In experiment 1 participants with two possible transfer sources (German and French) were tested, in experiment 2 parti- cipants with three possible transfer sources (German, French and Italian). There was a gender mismatch between the German and French (experiment 1) and the French and Italian (experiment 2) translation equivalents of the FP nouns. Transfer was operation- alized as a match of the assigned gender in FP and the gender of the corresponding noun in one of the background languages. The data was analysed using generalised mixed-effects models. In experiment 1 there were gender matches with both German and French and in experiment 2 there were matches with both French and Italian. Increasing structural similarity to French (and Italian) led to a significantly higher proportion of transfer from the respective language in both experiments. A higher recency score (calculated from a background ques- tionnaire) also led to significantly more transfer from French in experiment 1 and Italian but not French in experiment 2 .

Discussion. The experiments provide evidence for transfer from several background languages. This is in line with the predictions of the LPM, whereas no evidence for full transfer of one background language as predicted by the TPM was found. The results further suggest that both structural similarity on the basis of the individual nouns as well as the recency of the background languages play a crucial role in the selection of the transfer source. The importance of structural similarity is further supported by the participants' comments on how they made their gender decisions: While they confirm that direct transfer of gender values took place they also reveal that many participants relied heavily on morpho-phonological cues, such as noun endings, which can hint at the gender of a noun in the different background languages.

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Pronunciation of L2 French by German learners: Frequent and individual types of errors

Britta Gemmeke
University of Siegen; University of Göttingen

The process of phonological language acquisition in foreign languages has gained more interest in recent times with some projects explicitly addressing the pronunciation of French by German learners. Whereas other studies on L2 phonology of French often focus on single phenomena (mostly liaison), in this talk, several syllable-related phenomena and their interaction in the acquisition process are investigated. This includes, on the one hand, the French phenomena to be learned such as liaison and enchainement and, on the other hand, the phenomena in German that have been shown to have an influence on the pronunciation of German learners of French, such as final devoicing, the vocalisation of /ʁ/ in the coda or glottal stop epenthesis in the onset (for a summary of the known phenomena, see, for example, Pustka & Meisenburg 2016). The talk focuses on the following research questions: Which frequent and individual types of errors occur? How do they develop as the students' levels increase? Which phonological explanations can be found?

The corpus on which the analysis will be based currently includes recordings from 42 pupils performing specifically designed translation and description tasks. The pupils belong to three different groups depending on the number of years of French lessons (respectively one, three and five) in the German Gymnasium (secondary school). Further recordings are planned for summer 2023.

Confirming the findings in other studies on learners with German as L1 (especially Pustka et al. 2022), the data show that correct liaison productions increase over time. Nevertheless, liaison presents a difficulty and is not completely acquired in the first five years of French instruction in secondary school. Similar results can be stated for the other syllable-related phenomena. Furthermore, mutual dependencies between the acquisition of the phenomena under investigation can be shown. Although there are important inter-individual differences, common types of errors and different phases in the acquisition process can be identified. Most but not all of them can be explained by the differences in the German and French phonological systems. In addition, some individual learners also develop specific types of errors. Several possible explanatory approaches will be presented and discussed.

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14.45 - 15.15

Voices Matter: Investigating the Impact of Pre-Recorded Female and Mixed Voice Instructions on Bilingual Children's Performance in the Sentence Repetition Task

Julia Zbróg, Maria Obarska, Magdalena Kochańska & Natalia Banasik-Jemielniak
The Maria Grzegorzewska University

Sentence Repetition Task (SRep) is a valuable tool used to assess children's language development in many languages (e.g. Leclercq et al., 2014). Children's ability to repeat sentences has been found to be a reliable indicator of their familiarity with morphosyntax (Polišenská et al., 2015). The SRep task involves the child listening to a sentence and then repeating it, requiring knowledge of both vocabulary and grammar (Komeili & Marshall, 2013). However, despite its common usage, procedural variations in Srep across research teams have not been thoroughly investigated. This study aims to explore whether the use of pre-recorded female voices compared to both female and male voices in the Srep task influences children's performance. Understanding the differences in specific, non-substantial task features can contribute to the development of more robust study procedures and may be crucial for the process of studying children's language development more broadly.

Based on cognitive load theory (Sweller, 1988), we hypothesize that children who are familiarized with a female voice reading the sentences in the SRep task will have higher performance compared to those exposed to both female and male voices. This hypothesis is rooted in the idea that encountering unexpected changes in a problem-solving task, such as a switch from a female voice to a male voice, can disrupt cognitive resources and impair performance. By maintaining consistency in the voice used during the task, we expect children to allocate their mental resources more effectively, leading to better performance.

To investigate this hypothesis, we employed a repeated measure design, controlling for nonverbal intelligence using Raven coloured matrices, and assessed vocabulary using the Cross-linguistic vocabulary task (CLT; Haman et al., 2021). Our study focused on two groups of bilingual children: English-Polish and German-Polish. Two online sessions were conducted with each child over a 2–3 week period, during which they completed the Cross- linguistic vocabulary task, Raven matrices, and both versions of the Srep task. The sequence of tasks presented was randomized.

By September 2023, we aim to recruit at least 32 children aged between 5;0 and 6;11, ensuring they are matched in terms of age and gender. The collected data will be analyzed using a t-test for dependent samples to examine the performance differences between the single female voice and mixed voice conditions.

By examining the performance differences between the single female voice and mixed voice conditions, we aim to provide insights into the impact of the speaker's voice on children's performance in the SRep task. The outcomes of this study have the potential to inform the development of more effective and standardized SRep procedures, enhancing assessment accuracy and reducing misdiagnosis of language difficulties in bilingual children (Fleckstein et al., 2018). Additionally, the findings will hold relevance for researchers, clinicians, and educators working in the field of language assessment and intervention, offering valuable insights into the influence of speaker's voice on task performance and promoting methodological rigor in language development studies.

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15.15 - 15.45

Task-Based Needs Analysis: Enabling Targeted Task Design for Primary School-Aged Refugees
Vera Trager
University of Barcelona

The recent surge in the number of refugees seeking shelter in Europe due to conflicts in the Middle East, Sub-Saharan Africa, and Ukraine has posed significant challenges for schools and teachers in integrating these individuals into their new environments. For successful integration, it is essential that refugee minors acquire proficiency in the target language of the receiving country. Task-based teaching, known to promote communicative skills effectively, offers a promising approach for language acquisition, particularly for newcomers who urgently require language skills to navigate their daily lives. This study presents a task-based needs analysis (TBNA) for primary school aged newcomers in Austria. It illustrates how target tasks in various life domains relevant to refugee children can be identified to subsequently design customized pedagogic tasks which meet specific needs of the students.

The primary objective of this TBNA was to identify target tasks for primary school-aged newcomers to Austria, describing them in terms of key task dimensions such as goals, procedures, participation and interaction, spatial and environmental conditions, linguistic demands, cognitive and psycholinguistic requirements, as well as technological considerations. By conducting semi- structured interviews with seven field experts and two former newcomers, and distributing a survey to assess the frequency and training needs associated with 38 target tasks, a comprehensive understanding of the academic, social, and family-oriented tasks that newcomers encounter was obtained. The triangulation of multiple data sources, as advocated by Long (2005), facilitated the identification of target tasks across various life domains and the development of detailed task descriptions encompassing multiple task dimensions. The utilization of a comprehensive questionnaire during interviews yielded rich task-related information, enabling the formulation of detailed task descriptions along multiple dimensions. Additionally, surveys allowed for the ranking of task frequency and training needs.

The results of the study formed the basis for the development of a three-month program tailored to primary school-aged refugees learning German. This program integrated meaningful pedagogical tasks, covering academic tasks typical for primary schools in German speaking countries, social tasks such as solving conflicts, and tasks facilitating social survival, such as expressing basic needs and emotions.

In conclusion, this study exemplifies the benefits of conducting a task-based needs analysis to support effective second language acquisition for young refugees and become competent bi- or multilingual individuals. By identifying and customizing target tasks according to the specific needs

and challenges faced by primary school-aged newcomers, teachers and schools can foster the successful integration and language development of refugee students, thereby enhancing their overall educational and social experience.

Sentence Repetition Task Gamified vs Non-gamified - Potential Differences in Results in a Sample of Bilingual Children

Dawid Walczak, Magdalena Kochańska, Maria Obarska, Karolina Sarzyńska & Natalia Banasik-Jemielniak

University of Economics and Human Sciences; The Maria Grzegorzewska University

Sentence repetition task (SRep, Przygocka et al., 2021) is a common name for tools used to measure children's language ability (Klem et al., 2015). The child hears the sentence and repeats it. To do it correctly, s/he needs to know the morphosyntactic structures tested (Leclerq et al., 2014).

The versions of the task vary, yet no research has been conducted to check for potential differences in results between the gamified and non-gamified SRep versions. Checking for such differences can provide us with information on reliability of used tools and, in effect, contribute to reducing the risk of language difficulties misdiagnosis among bilingual children (Fleckstein et al., 2018).

Gamification can be defined as „the use of game design elements in non-game contexts" (Detering et al., 2011, p.10).

We conducted gamified and non-gamified Polish short versions of the SRep through repeated measure design, while controlling for nonverbal intelligence (Raven coloured matrices) and vocabulary (Cross-linguistic vocabulary task). Gamification of the procedure can possibly increase the child's motivation, which in turn can help us gather more reliable data (Brewer et al., 2013). We predict that the score in SRep gamified version will be higher than in the non- gamified version. Our sample consists of bilingual children attending bilingual kindergartens in Poland. Researchers met with children twice in the timeline of 2–3 weeks.

Children completed Cross-linguistic vocabulary task, Raven and both versions of SRrep. The sequence of presented tasks was controlled.

By September 2023, we expect to have collected data from at least 32 children (aged: 5;0- 6;11, matched on age and gender). The data will then be analyzed using paired t-test.

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Measuring multilingualism: Practical implications for operationalizing the construct

Michal B. Paradowski & Magdalena Jelińska
Institute of Applied Linguistics, University of Warsaw

Numerous survey and questionnaire studies attempt to quantify respondents' multilingualism. Three main ways of doing so can be distinguished:

i) merely counting the number of languages the participants list they can speak;

ii) weighting the above by the (declared or measured) level of proficiency in the languages, in a linear fashion, where e.g. A1 in the CEFR is valid 1 point, C2 6 points, and the remaining levels their respective values in-between;

iii) taking into account the fact that different levels of competence in the language require gradually increasing amounts of time and effort (e.g., in line with estimates provided by the Association of Language Testers in Europe).

We apply all three measures to the findings from our survey study involving over 8,700 participants from 118 countries investigating how i) students and ii) educators were handling the transition to emergency remote instruction during the COVID-19 pandemic (Authors, 2021).

We find that the Pearson r scores are highest and the confidence intervals the narrowest when the competence levels are weighted by their more exponentially rising capacity.

Methodological and practical ramifications will be discussed.

Systematic Review and meta-analysis of Sentence Repetition Task form and use with bilingual children

Maria Obarska, Piotr Kałowski, Natalia Banasik-Jemielniak
The Maria Grzegorzewska University & University of Warsaw

The present study investigates the variation between results on Sentence Repetition Tasks (SRep) obtained with various versions, forms, and contexts of application of the test.

SRep scores have been shown to be a marker of language impairments in English and other languages (Guasti et al., 2020; Pham & Ebert, 2020). The task is valuable, because it catches children with language difficulties, so those children can receive appropriate help. The task includes a series of sentences of various morphosyntactic difficulty, which the child is asked to repeat out loud. The rationale behind the task is that, in order to repeat the sentence correctly, the child needs to know the given grammatical structure (Polišenská et al., 2015). The SRep can be used in various ways and formats. For example, sentences could be pre-recorded (Marinis & Armon-Lotem, 2015) or read by an experimenter (Mann et al., 1984). The interface of the task could be gamified (Stadtmiller, et al., 2022) or not (Schönström et al., 2022). Moreover, the task could be carried out online or on-site. Considering the complexity of research/diagnosis situations, as well as the sensitivity required of making inferences about normal vs. abnormal language development in bilingual children, it appears especially pertinent to examine the specific format and version of the SRep. To this end, we carried out a systematic review and meta-analysis to compare SRep results depending on a range of its formal aspects. We are currently in the stage of concluding publication screening and extracting information from the selected manuscripts. Aside from examining potential sources of systematic variation in SRep results, we hope to contribute to the systematization of the application of SRep, advance the standards of reporting in terms of study methodology, and offer an overview of potential solutions for researchers seeking to implement the SRep in their studies. (Paper or presentation)

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Heritage Language Anxiety and Majority Language Anxiety among Iranian Immigrants in Germany

Ghasem Faraji & Majid Elahi Shirvan
University of Konstanz

Quite consistent with the recent declaration for multilingualism in higher education by the council of Europe and the mission of the Linguistic Integration of Adult Migrants (LIAM), language anxiety in immigrants' communities has recently drawn the attention of researchers. However, exploring the factors influencing immigrant's language anxiety faced by bilingual families in terms of their heritage language anxiety (HLA) and majority language anxiety (MLA) is still in its fledgling state. The purpose of the present study is to explore the levels of HLA and MLA and the factors influencing them among three generations of Iranian immigrants in the context of Germany. To do this, we used a triangulation of data collection including questionnaires, observation, and interviews. The finding of the study showed the presence of both a high level of HLA and MLA in Iranian's immigrants' daily interactions in Germany. Whereas MLA was mainly experienced by the first-and second-generation immigrants, HLA was mostly prevalent among the third-generation immigrants. Finally, several linguistic, cultural, and social factors at different ecosystemic levels were revealed to influence the language anxiety experienced in this community. The finding of this study can provide further support for the limited body of evidence regarding immigrants' language anxiety.

Same or different? The description of developmental pathways of grammatical skills from the results of Language Sampling Analysis in monolingual and bilingual children

Nur Seda Saban-Dülger & Anja Starke

Universität Bremen

People speaking minority languages often engage with their first language (L1) in a more constrained environment compared to people speaking the majority language within their resident country. As a result, minority language speakers may experience a decline in their proficiency and competency in their L1. In this case, their children face a challenge in acquiring the language qualitatively well if the parents want to raise them bilingually.

Turkish is the one of the largely spoken minority language in Germany. Being an agglutinative and morphologically rich language, children speaking Turkish were reported to acquire the grammar of language faster and more correctly (Xanthos et al., 2011). Furthermore, they relied on grammatical argument structure to infer the meaning of words (Özge et al., 2019). But there is some evidence, that in a bilingual learning environment, children face considerable challenges in acquiring grammatical skills in Turkish. Turkish- German-speaking bilingual children were observed to exhibit similar grammatical development as in the monolingual Turkish-speaking children with developmental language disorders (DLD) (Rothweiler et al., 2010).

Regarding the facilitative role of morphosyntactic skills for the Turkish language, this study aims to investigate and describe the grammatical development of bilingual German- Turkish-speaking children.

Monolingual Turkish and bilingual German-Turkish-speaking children in the age range of three to five years were assessed regarding their language development. This presentation focuses on the assessment of grammatical skills via language sampling analysis. Therefore, parents were asked to interact with their children in a free-play situation. Language samples were transcribed, and then, analyzed with the Turkish version of the Developmental Sentence Scoring and the Index of Productive Syntax (Saban-Dülger et al., 2022). The grammatical skills of bilingual children will be analyzed in comparison to their monolingual typically developing peers and monolingual peers with DLD. The analysis will also consider possible factors influencing language development, such as age of onset and family background.

The data collection of bilingual children is still ongoing. Data on monolingual Turkish children with (n=30) and without DLD (n=30) are already available. The presentation will include data from at least five children per group.

Findings on the grammar acquisition of Turkish-German speaking children will inform the experts working with this population to guide parents for language support in the household.

References

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