

# International Conference on Child Foreign Language Acquisition

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ARABAKO CAMPUSEKO ERREKTOREORDETZA  
VICERRECTORADO DEL CAMPUS DE ÁLAVA

# International Conference on Child Foreign Language Acquisition

Universidad del País Vasco/Euskal Herriko  
Unibertsitatea (UPV/EHU)

Facultad de Letras

October, 16<sup>th</sup>-17<sup>th</sup>



**BOOK OF ABSTRACTS**



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# WELCOME MESSAGE

I am delighted to welcome you to Vitoria-Gasteiz!

We have organized this conference on the exciting topic of child foreign language acquisition, which we believe needs to be seriously researched.

We are very happy to have you all here sharing your perspectives and ideas on issues such as conversational interaction, grammar and lexical knowledge, L1 influence, metalinguistic awareness and motivation, to mention just a few.

We are also privileged to have plenary sessions by four leading researchers whose work will surely be inspiring.

The conference has been possible thanks to the financial support of several sponsors, whose help is hereby gratefully acknowledged.

I do hope you enjoy the conference.

María del Pilar García Mayo

On behalf of the organizing committee

# ORGANIZATION

## **Organizing Committee**

- Prof. M<sup>a</sup> del Pilar García Mayo (UPV/EHU)
- Dr. Amparo Lázaro Ibarrola (UPNA)
- Dr. Francisco Gallardo del Puerto (Universidad de Cantabria)
- Dr. Junkal Gutiérrez Mangado (UPV/EHU)
- Dr. María Martínez Adrián (UPV/EHU)
- Dr. Izaskun Villarreal Olaizola (UPNA)
- Dr. María Basterrechea Lozano (UPV/EHU)
- Dr. Agurtzane Azkarai Garai (UPV/EHU, Curtin University)
- Raúl Azpilicueta Martínez (UPNA)
- Jorge González Alonso (UPV/EHU)
- M<sup>a</sup> Ángeles Hidalgo Gordo (UPV/EHU)
- Ainara Imaz Agirre (UPV/EHU)
- Jesús Lasheras Balduz (UPNA)
- Ruth Milla Melero (UPV/EHU)

## **Sponsors**

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- Vicerrectorado del Campus de Álava/Arabako Campuseko Errektoreordetza (UPV/EHU)
- European Second Language Association EUROSLA

# PRACTICAL INFORMATION

## WiFi access:

Connect to the EHU-WGuest Network

Open your Internet browser.

A page like this should appear:



user:

password:

Enter

Ongi etorri UPV/EHU-ko WGuest Zerbitzura | Bienvenido al Servicio WGuest de la UPV/EHU | Welcome to UPV/EHU WGuest Service

**User:** ICL\_CONFERENCE

**Password:** ICL2014

## Poster session:

In front of the Aula Magna.

Panels and stickers will be provided to the presenters.

## Coffee breaks:

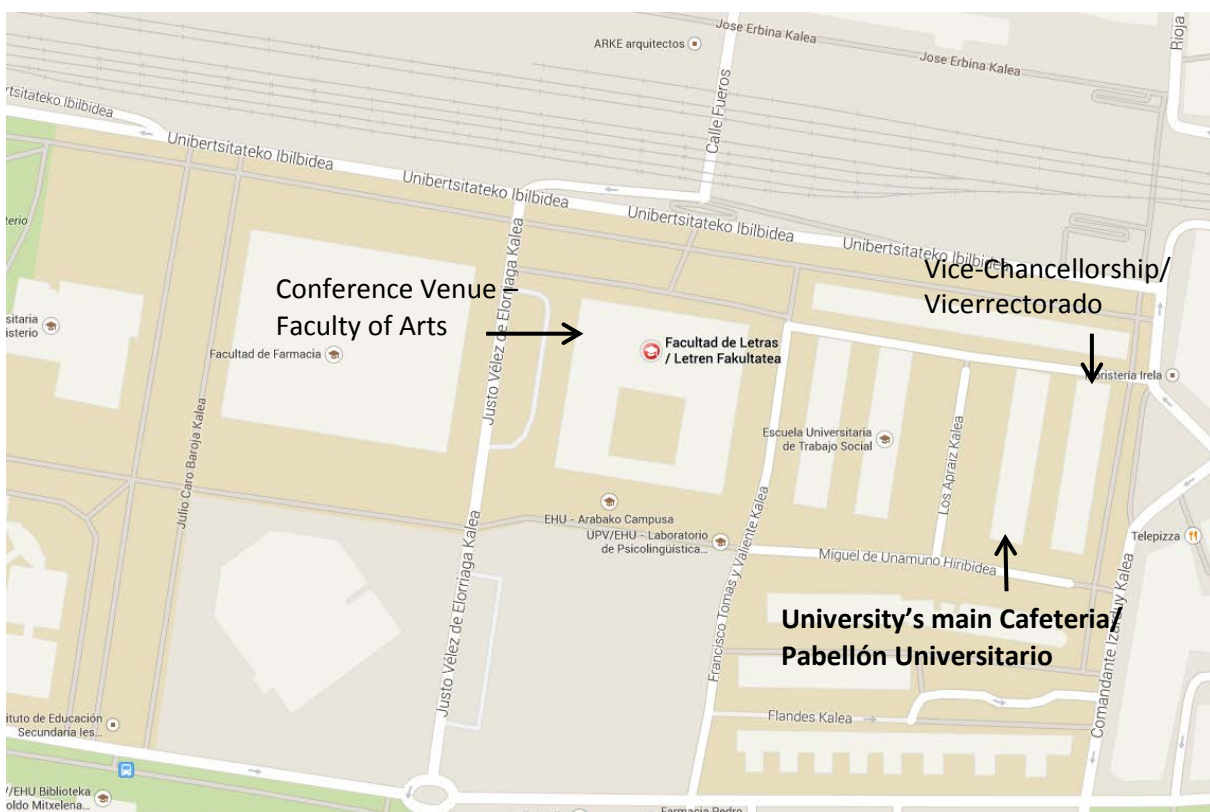
Cafeteria in the Faculty of Arts, located in the ground level of the Faculty building.

## Lunch:

University's main cafeteria (Pabellón Universitario).

Located between the University College of Social Work (Escuela Universitaria de Trabajo Social) and the Vice-Chancellorship of the Campus of Araba (Vicerrectorado del Campus de Alava).

See the map below:





## Social Event:

Thursday, 16<sup>th</sup> October 2014 at 18.50 in front of the Aula Magna.

- Short walking tour around the historical city of Vitoria-Gasteiz.
- “Pintxo-pote”: drink+snack in 3 bars.
- Price: 7 euros, to be paid at the reception desk of the conference.

See the map below:



# PROGRAM OVERVIEW

Thursday, 16<sup>th</sup> October 2014

Friday, 17<sup>th</sup> October 2014

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08:30–09:15	Registration	
09:15–09:30	Opening	
9:30 –10:30	<i>Marianne Nikolov</i> (University of Pécs)	<i>Ana Llinares</i> (Universidad Autónoma de Madrid)
10:30 –11:00	Parallel Session 1	Session 4
11:00 –11:30		
11:30 –12:00	<b>Coffee Break</b>	<b>Coffee Break</b>
12:00 –12:30		Session 5
12:30 –13:00	Parallel Session 2	
13:00-13:30		<b>Lunch</b>
13:30-15:00	<b>Lunch</b>	
15:00-15:30	Parallel Session 3	<i>Yuko Goto Butler</i>
15:30-16:00		(University of Pennsylvania)
16:00-17:00	<b>Poster Session &amp; Coffee Break</b>	<b>CONFERENCE CLOSING</b>
17:00-18:00	<i>Carmen Muñoz</i> (Universitat de Barcelona)	
18:50-20:30	<b>Social Event</b>	

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# DETAILED PROGRAM

Thursday, 16<sup>th</sup> October 2014

08:30-09:15      **Registration**

09:15-09:30      **Opening** (*Aula Magna*)

09:30-10:30      **Plenary Session**

*Aula Magna*

**Marianne Nikolov (University of Pécs)**

*What we have learnt from students' and teachers' feedback on diagnostic tests: implications for classrooms*

10:30-11:30      **Parallel Session 1**

*Salón de Grados*

**A. Tellier & K. Roehr-Brackin (University of Essex)**

*Enhancing children's metalinguistic awareness: a classroom study with 8 to 9-year-old English-speaking learners*

**M. Cokely & C. Muñoz (Universitat de Barcelona)**

*Metalinguistic awareness in two multilingual children growing up in a bilingual community*

*Aula Magna*

**H. Sun, R. Steinkrauss & K. de Bot (University of Groningen)**

*English lexical knowledge development of young English learners in China: internal and external predictors*

**T. Zhao & V. Murphy (Department of Education, University of Oxford)**

*First In, First Out: lexical knowledge in children learning English as a foreign language*

11:30-12:00      **Coffee Break**

12:00-13:30      **Parallel Session 2**

*Salón de Grados*

**A. Bret Blasco (Universitat Autònoma de Barcelona)**

*L2 English young learners' oral production skills in Content and Language Integrated (CLIL) and EFL settings*

**M. Amondarain-Garrido & M. Querol-Julián (Universidad Internacional de la Rioja)**

*Four ways to tell a story in English: influence on the oral communication of a group of pre-schoolers in the Basque Country*

**A. Vallbona González (Universitat de Vic- Universitat Central de Catalunya)**

*Natural Sciences and Arts and Crafts in English. A case study with young primary learners.*

*Aula Magna*

**S. Mourão (CETAPS, Universidade Nova)**

*Formats in teacher-led activities to support child-initiated play in a foreign language*

**A.M. Voise (Université de Bourgogne)**

*English as a foreign language in French pre-primary schools: a focus on oral interactions*

**T. Fleta (Universidad de Alcalá de Henares)**

*Observing teachers and child learners during classroom conversational interactions*

13:30-15:00      **Lunch**

15:00-16:00      **Parallel Session 3**

*Salón de Grados*

**L. Apodaca (Universidad Autónoma de Madrid)**

*Comparison between two CBLT settings in Spain, according to corrective feedback type and learner uptake patterns*

**K. Lichtman (Northern Illinois University)**

*Communicative language use and explicit grammar knowledge in child classroom L2 Spanish learners*

*Aula Magna*

**T. Fleta & M.L. García Bermejo (Universidad de Alcalá de Henares & Universidad Complutense de Madrid)**

*Fostering literacy skills during the first stages of L2 acquisition*

**M.P. Jouannaud & C. Payre-Ficout (Université Grenoble Alpes)**

*L2 input in French official instructions for elementary school*

16:00-17:00      **Poster Session and Coffee Break**

17:00-18:00      **Plenary Session**

*Aula Magna*

**Carmen Muñoz (Universitat de Barcelona)**

*"We played games and the teachers were nice". Young learners' memories of English language learning in primary school*

18:50-20:30      **Social Event**

# Friday, 17<sup>th</sup> October 2014

09:30-10:30 **Plenary Session**

*Aula Magna* **Ana Llinares García (Universidad Autónoma de Madrid)**  
*Learning how to mean in child foreign language learning classrooms*

10:30-11:30 **Session 4**

*Aula Magna* **Z. Turányi (University of Pécs)**  
*The changes of young learners' beliefs on the speaking tasks of a diagnostic test over an academic year*

**L. Portolés Falomir (Universitat Jaume I)**  
*Young learners' attitudes towards English as a foreign language in a multilingual setting*

11:30-12:00 **Coffee Break**

12:00-13:00 **Session 5**

*Aula Magna* **M.P. Agustín Llach (Universidad de La Rioja)**  
*L1 use in children EFL learners in traditional versus CLIL instruction*

**E. Pladevall & A. Vraciu (Universitat Autònoma de Barcelona)**  
*"The boy and the girl fiquen the sandwich on the... com es deia cistell?" – Patterns of Catalan L1 use in young learners' L2 English oral narratives*

13:00-15:00      **Lunch**

15:00-16:00      **Plenary Speaker**

*Aula Magna*

**Yuko Goto Butler (University of Pennsylvania)**

*Computer games as a means for learning English among young learners*

## **CONFERENCE CLOSING**

# **ABSTRACTS: Plenary Sessions**



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*Aula Magna**Thursday, 16th October**9:30 – 10:30*

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## **What we have learnt from students' and teachers' feedback on diagnostic tests: implications for classrooms**

*Marianne Nikolov  
University of Pécs*

Many recent studies have identified assessment in young learners' foreign language programs as a key issue (Butler, 2009, forthcoming; Inbar-Lourie & Shohamy, 2009; Johnstone, 2009; McKay, 2006; Nikolov & Mihaljević Djigunović, 2011; Rixon, 2013). With the widespread introduction of English around the globe, students tend to learn the language for a longer time than previously. Therefore, stakeholders, most importantly decision makers and parents, would like to see the results 'the earlier the better' start can offer to document the expected favorable outcomes in language proficiency. Accountability is only one of the reasons why assessment has become an issue. Other reasons concern young children's slow progress over the years. Most teachers face daily challenges when they try to collect data on their young learners' development in their new language. They need techniques to tap into what children can do, to diagnose where children are and to scaffold their development in efficient and motivating ways in their daily practice. In other words, they have to be able to apply assessment for learning rather than of learning.

New approaches to assessing young language learners include peer and self-assessment, portfolios, and diagnostic assessment. The presentation gives insights into the findings of a large-scale study involving more than 2,000 young learners of English as a foreign language between the ages 6-13. They all learnt English at public schools in Hungary. A diagnostic assessment project was launched aiming to develop, pilot, and validate new diagnostic tests for young learners in listening and reading comprehension, writing and speaking (Nikolov & Szabó, 2011; 2012a,b). Data were collected with the help of various instruments in 2010: (1) over 300 tasks in the four skills; (2) short questionnaires on each test for children and (3) teachers; (4) a questionnaire filled in by the teacher on pupils' background data; and (5) teachers were also invited to comment on each task. As a follow up, a teacher and her learners were involved in a case study project (Hild, 2014). The talk discusses the main results of the project.

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*Aula Magna**Thursday, 16th October**17:00 – 18:00*

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## **"We played games and the teachers were nice". Young learners' memories of English language learning in primary school**

*Carmen Muñoz*

*Universitat de Barcelona*

Because of the introduction of English as a foreign language in first grade of primary education Spanish students have already had at least a 6-year long experience as English language learners when they begin secondary education. With the aim of gathering evidence with respect to the transition process from primary to secondary school in our educational context, a study was undertaken that asked 28 students and 20 teachers about their perceptions of transition, and about their views concerning English lessons at the primary level and at the secondary level. The students form part of a longitudinal study that extended over the length of primary school and up to the first year of secondary school (1 ESO).

In this talk I will present data provided by individual interviews with students when they are in first year of secondary education. These data will be triangulated with data from interviews with their teachers and from classroom observations. Students' answers in the interviews reveal problems with discontinuity at transition which may result in students' undervaluing what they learned in primary education and indicate sources of demotivation. They also suggest that in some cases the primary school period may not be challenging enough. More generally, the students' views provide insights on how to improve the learning potential of school foreign language teaching.

## Learning how to mean in child foreign language learning classrooms

*Ana Llinares García*

*Universidad Autónoma de Madrid*

The role of foreign language learning has undergone important changes in recent years, due to the urgent need to respond to growingly dynamic multilingual societies in a globalized world. In Europe, this need has led educational authorities to reinforce and find new and more effective ways of teaching foreign languages to guarantee multilingual/ multicultural citizenship. In order to achieve this goal two major new trends in foreign language teaching are gradually being implemented at schools: the teaching of foreign languages at an early age and the integrated teaching of foreign languages and other academic disciplines (CLIL- Content and Language Integrated Learning). Far from being separate models, these two educational trends are brought together in big-scale programs which are being implemented in many European countries, like Spain.

Although many European funded projects have overwhelmingly revealed positive results of CLIL/bilingual education programs, this kind of “celebration” (as referred to by Cenoz, Genesee & Gorter, 2013) cannot be sustained without classroom-based research that focuses not only on the acquisition of the foreign language, but also, on how students use and learn this language for creating (and learning) academic and interpersonal meanings, in other words, how language and content are learnt in integration.

Drawing on a combination of systemic functional linguistics and classroom interactional approaches to language use and meaning construction, in this talk I will show a learning-how-to-mean oriented model aimed at identifying a) the type of language needed to express academic and interpersonal meanings (*what*); b) how different activities shape meaning construction and the type of language that students need to participate in these activities (*what for*); and c) what opportunities for learning are created in classroom interaction (*how*).

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*Aula Magna**Friday, 17<sup>th</sup> October**15:00 – 16:00*

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## **Computer games as a means for learning English among young learners**

*Yuko Goto Butler*

*University of Pennsylvania*

Computer games have increasingly gained attention in recent years as a means of teaching foreign languages (FL). Computer games that are designed for instructional purposes are often referred to as serious games or instructional games, and they differ from games for purely entertainment purposes. The potential benefits of using computer games include: (a) they are well-aligned with learner-centered approaches for learning; (b) they can enhance learner motivation; and (c) they can enhance the target language input. We can assume that computer-based instructional games (CBIGs) are particularly suitable for young learners (here defined as children up to twelve years old) because many of them are engaged with computer games from an early age. Because of their familiarity with this mode of technology, researches have suggested that young learners - digital natives - differ from older generations in their learning styles, processing, and strategies (Prensky, 2001).

Although CBIGs appear to hold promise as a learning tool for young learners, we still have only a limited understanding of the extent to which and the ways in which they are effective for young learners' language learning. Information is particularly scarce when it comes to FL learning, despite the growing popularity of CBIGs for FL learning among children. What are the underlying elements that enhance young learners' input and interaction in the target language, and which elements improve their motivation? Such information would be useful for both teachers and game designers.

In this talk, I will discuss the theoretical issues related to the role of CBIGs in children's learning and motivation. I then discuss the findings from a research project on CBIGs and young learners in Japan that I have been working on in collaboration with Eiken Japan. I will conclude my talk with a discussion of future directions for CBIGs and FL learning.

# **ABSTRACTS: Oral Presentations**

(in order of appearance within each session)

## **Enhancing children's metalinguistic awareness: a classroom study with 8 to 9-year-old English-speaking learners**

*A. Tellier & K. Roehr-Brackin*

*University of Essex*

Existing research suggests that younger children typically achieve less than older children in classroom foreign language settings that offer only minimal input, e.g. one hour per week. A likely reason for this is that younger children who have not yet reached cognitive maturity are less able to draw on explicit knowledge in their language learning. Explicit knowledge refers to knowledge about language, or metalinguistic awareness, which includes the ability to focus on and manipulate language form and to make comparisons between languages. Explicit learning drawing on metalinguistic awareness is fast and efficient, although it is also effortful and resource-intensive. A minimal-input situation is the norm at primary-school level (ages 5-11) in England, where the present study was conducted. We hypothesized that if children's metalinguistic awareness and thus their explicit learning capacity could be enhanced, they might derive greater benefit even from minimal classroom exposure to a second language (L2). In order to address this hypothesis, we conducted a quasi-experimental study with 8 to 9-year-old beginners (N = 193) comparing (1) children exposed to a metalinguistic awareness-raising program drawing on the constructed language Esperanto and children exposed to (2) Esperanto without a metalinguistic awareness-raising component, (3) Italian and (4) German for half a school year. Subsequently, all children followed the same instructional program in French for the second half of the school year. Our findings show that while Group (1) exhibited significantly greater gains than Groups (3) and (4) on a measure of metalinguistic awareness at the end of the first half of the treatment, no between-group differences in French proficiency gains were observed at the end of the second half of the treatment. We discuss possible explanations for this pattern of results as well as implications for L2 learning theory as it applies to young learners in particular.

## **English lexical knowledge development of young English learners in China: internal and external predictors**

*H. Sun, R. Steinkrauss & K. de Bot  
University of Groningen*

It is widely accepted that early vocabulary knowledge is fundamental to later reading comprehension, and this is especially true of child second language (L2) learners (August, Carlo, Dressler & Snow, 2005). Both width and depth of vocabulary knowledge are crucial, however, most previous studies on child L2 vocabulary knowledge only focused on width of knowledge. The results demonstrated that both factors internal to the child (e.g. age) and factors external to the child (e.g. input quality) seemed to affect the growth of vocabulary knowledge. The current study examines both the width and the semantic depth of the vocabulary of child foreign language (FL) learners. These learners are increasing significantly in population but have been little researched regard to vocabulary development (but see Unsworth, Persson, Prins & de Bot, 2013). Three questions are investigated:

1. To what extent do children develop their vocabulary skills during their first year of instruction?
2. To the extent that such development exists, is it different for the width and depth of knowledge?
3. To what extent do differences in internal and external factors have an impact on lexical development?

To answer these questions, 50 Chinese children (ages 2;11 - 6;2 years) who have been learning English for about 14 months in an English private language institute was tested twice (with attrition each time) within 7 months on 4 aspects of English vocabulary knowledge. Vocabulary knowledge is operationalized as English receptive vocabulary size, English productive vocabulary size, English paradigmatic knowledge and English syntagmatic knowledge (see Table 1). The internal and external factors have been examined comprehensively (see Table 2). Mixed effects models were used to analyze the data.

Results demonstrated that children's vocabulary knowledge grew significantly during the 7 months, irrespective of the type of knowledge. Moreover, in line with previous child L2 studies, both internal factors (age and short-term phonological memory) and external factors (English usage and native English speaker's input ratio) have been found to predict such a development significantly.

**Table 1. English outcome variables and correspondent tests**

English outcome	English test
English receptive vocabulary size	Peabody Picture Vocabulary Test (PPVT-4)
English productive vocabulary size	Expressive One-Word Picture Vocabulary Test (EOWPVT-4)
English paradigmatic knowledge	Word description tasks; verbal fluency tasks
English syntagmatic knowledge	Word description tasks

**Table 2. Predictors and the correspondent data collection approaches**

Predictors	Test and Parental report	Category
Age	Parental report	
Age of onset	Parental report	
Language aptitude		
<ul style="list-style-type: none"> <li>Short-term phonological memory</li> </ul>	Comprehensive Test of Phonological Processing (digit and non-word tasks)	
<ul style="list-style-type: none"> <li>Nonverbal intelligence</li> </ul>	Raven's colored progressive matrices	
Chinese proficiency (Chinese)		Internal factors
<ul style="list-style-type: none"> <li>Chinese receptive vocabulary size</li> </ul>	Chinese version of PPVT	
<ul style="list-style-type: none"> <li>Chinese productive vocabulary size</li> </ul>	Chinese version of EOWPVT	
<ul style="list-style-type: none"> <li>Chinese paradigmatic knowledge...</li> </ul>	Word description tasks; verbal fluency tasks	
<ul style="list-style-type: none"> <li>Chinese syntagmatic knowledge</li> </ul>	Word description tasks	
Quantity of English input:		
<ul style="list-style-type: none"> <li>Total amount of school input</li> </ul>	School record; Parental report	
<ul style="list-style-type: none"> <li>English input at home per week</li> </ul>	Parental report	
<ul style="list-style-type: none"> <li>Length of exposure</li> </ul>	School record; Parental report	
Quality of English input:	School record; Parental report	External factors
<ul style="list-style-type: none"> <li>Native speaker's input ratio</li> </ul>	Parental report	
<ul style="list-style-type: none"> <li>Home English environment</li> </ul>	Parental report	
<ul style="list-style-type: none"> <li>Mother's English level</li> </ul>	Parental report	
<ul style="list-style-type: none"> <li>Mother's educational level</li> </ul>		
English usage	Parental report	
<ul style="list-style-type: none"> <li>Number of places using English</li> </ul>		



**Figure 1 The final Mixed effects model**

```

> summary(m4 <- lmer(TestScore.z ~ Time + Age + Output + MemorySRA.x + NativeRatio + (1|Subject), data=datlong,REML=T))
Linear mixed model fit by REML ['lmerMod']
Formula:
TestScore.z ~ Time + Age + Output + MemorySRA.x + NativeRatio +
(1 | Subject)
Data: datlong

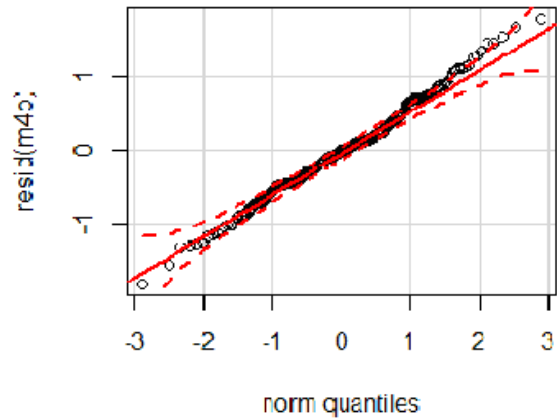
REML criterion at convergence: 601.7

Scaled residuals:
  Min       1Q   Median       3Q      Max
-2.77556 -0.63524 -0.02499  0.59617  2.81689

Random effects:
 Groups   Name      Variance Std.Dev.
 Subject (Intercept) 0.1079   0.3285
 Residual              0.4438   0.6662
Number of obs: 271, groups: Subject, 36

Fixed effects:
              Estimate Std. Error t value
(Intercept) -3.073148   0.457473  -6.718
Time         0.399289   0.104410   3.824
Age          0.031011   0.007527   4.120
Output       0.125261   0.051240   2.445
MemorySRA.x 0.331861   0.087883   3.776
NativeRatio  0.929430   0.453619   2.049

Correlation of Fixed Effects:
              (Intr) Time  Age    Output MmSRA.
Time          0.376
Age          -0.840 -0.562
Output       -0.279 -0.100 -0.006
MemorySRA.x  0.003  0.003  0.059 -0.108
NativeRatio -0.553 -0.367  0.223  0.096 -0.061
    
```



## **Metalinguistic awareness in two multilingual children growing up in a bilingual community**

*M. Cokely & C. Muñoz  
Universitat de Barcelona*

This case study of two multilingual boys explores how the participants show evidence of metalinguistic awareness through statements on their own language proficiency, dominance and preference as well as their attitudes towards learning a foreign language. Both participants share very similar linguistic profiles in that they have three native languages (Spanish, Catalan and English) and are studying Chinese as a foreign language. Data was collected through semi-structured interviews with the participants using questions adapted from the language and learning awareness interview (Muñoz, 2013) and the ELLiE project (Enever, 2011). The participants' Chinese teachers and parents also answered questionnaires on the participants' language use and proficiency for the purpose of triangulation. The children were interviewed in 2012 when they were six and seven years old respectively, and again in 2014 when they were eight and nine years old. The children's statements on both occasions show evidence of fairly sophisticated language awareness, as is consistent with prior studies on metalinguistic awareness in bilingual/multilingual children (see, for example, Bialystok, 1991; Dewaele, 2000; Jessner, 2006). Additionally, the participants' comments reveal that although their linguistic profiles are nearly identical, there are also sharp contrasts in their views on both their own language proficiency and acquisition and the way they view the language use and acquisition of others. Finally, the comparison of the data collected two years apart provides some insight into how the participants' experiences and awareness is developing as they mature.

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*Aula Magna**Thursday, 16th October**11:00 – 11:30*

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## **First In, First Out: lexical knowledge in children learning English as a foreign language**

*T. Zhao & V. Murphy*

*Department of Education, University of Oxford*

Vocabulary knowledge is not only about end products but also about the ability to access lexical items fluently. Within the context of foreign language learning, very little research has examined how young children process second language (L2) words. We set out to address this gap by using a range of lexical variables (such as word typicality, word length, and age of acquisition) as points of reference against which to identify the best predictors of children's L2 lexical processing. Thirty-nine Chinese learners of English as a Foreign Language in China (aged 10-11 years) completed a picture naming task in English and a Chinese-to-English translation task. We analyzed and estimated how the recorded response latencies were predicted by those lexical variables by means of structural equation modeling, which suggested that shorter processing time was significantly and directly predicted by the younger age at which an L2 word was learned and its higher degree of word typicality. These results indicate the importance of language experience in determining the processing of L2 vocabulary, and the crucial role that conceptual structures play in influencing the ease or difficulty with which L2 lexical items are retrieved. These findings will be discussed within the context of the role of research and theory in developing evidence-based pedagogical practice with a specific reference to vocabulary acquisition in young children learning foreign languages in input-limited contexts.

## **L2 English young learners' oral production skills in Content and Language Integrated Learning (CLIL) and EFL settings**

*A. Bret Blasco*

*Universitat Autònoma de Barcelona*

A Longitudinal Study Young language learners (YLL) comprise one of the most complex population groups to study within Instructed SLA owing to their unique characteristics as learners and their constant evolution (McKay, 2006). Consequently, pedagogical practices and decisions within instructional settings need to be shaped accordingly. The study presented here, which is part of a larger longitudinal research project, attempts to look into the impact of CLIL and EFL instruction on L2 English learners' oral production skills in grades 5 and 6 of primary education. The data reported here aims at tracing the development of L2 English young learners' oral production skills in CLIL (N=20) and non-CLIL (N=32) settings over a period of two academic years using complexity, accuracy and fluency (CAF) measures in order to investigate the effects of CLIL and EFL instructional practices. The learners' progress is analyzed at 3 different time periods in two oral tasks, an interview and a picture-elicited narrative. The results obtained from the comparisons between CLIL and non-CLIL groups at the 3 times of data collection seem to contradict previous research findings within CLIL literature, as no significant differences in favor of CLIL learners were found over the two years of the investigation. Instead, the data shows that learners in EFL contexts obtained statistically significant differences in many of the CAF measures analyzed. These differences in favor of the EFL group, however, seem to disappear at the end of the investigation, after 2 years, when the positive effects of CLIL start becoming more visible. In addition to the statistical analyses and in an attempt to further interpret the results obtained, this presentation will also provide detailed descriptions of the language produced by YLL in CLIL and non-CLIL settings along with an account of how CLIL and EFL teaching practices affect child foreign language development.

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*Aula Magna**Thursday, 16th October**12:00 – 12:30*

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**Formats in teacher-led activities to support child-initiated play in a foreign language***S. Mourão**CETAPS, Universidade Nova, Lisbon, Portugal*

Play has been placed at the center of the early childhood curriculum for over a century however; effective early years education programs have been noted to gain from a practice that combines adult-led practices with structured child-initiated activity. With a view to understanding how adult-led practices in foreign language learning contexts can support structured child-initiated play activities in that language, this presentation shares results from a small research project (see Mourão, 2014) which has investigated teachers' and children's language use during play-like activities. Over a year, an English teacher and her group of 5-year old children were observed during circle time and during free play in an English Learning Area. Upon analysis of the collected data, it became clear that children were playing in the foreign language and imitating the teacher's language during their free play activities. To discuss how the teacher's language use enabled the children's imitation, reference to Bruner's (1983) concept of 'formats' is made and examples are shared of certain teacher-led activities. The inherent format, as well as the different types of scaffolding that were observed as part of the English teacher's practice, will also be explained. The results of this investigation highlight the importance of teachers being aware of their language use during the adult-led activities of circle time, as well as valuing the role of peers in children's free play activities.

## **Four ways to tell a story in English: influence on the oral communication of a group of pre-schoolers in the Basque Country**

*M. Amondarain-Garrido & M. Querol-Julián  
Universidad Internacional de la Rioja*

The present study is based on the implementation of CLIL (Content and Language Integrated Learning) (Coyle, Hood & Marsh, 2010) in a 3-year old classroom in the Basque Country, through the use of TPR Storytelling (Ray & Seely, 2008) activities. Previous studies have already focused on multilingual education and discussed the results of research conducted in the Basque educational system (Cenoz, 2009); where we find children that at these ages are bilingual speakers (Basque/ Spanish), and English, the CLIL language, is an additional or foreign language (FL). Furthermore, the starting age of learning the FL and the effect of the amount of input are key issues which have also received the scholars' attention (Muñoz, 2006, 2011). Two main objectives were set in this small scale study: to help the children's development of the English interlanguage (García Mayo, Lázaro Ibarrola & Liceras, 2005; Llinares García, 2006), and to develop their oral communicative skills. To accomplish these aims the design of this educational intervention was drawn on Coyle's 4Cs framework (content, cognition, communication and culture), and focused on two central areas: attitude and, intellectual and emotional development; and comprehension and production in the foreign language. The strategies used to tell a story in four different ways were grounded on the teacher's performance (Coyle, 2000) (linguistic and non-linguistic features), the linguistic and cognitive demands of the story (abridge and unabridged versions), the use of supportive materials, and the narrative voice (native and non-native storytellers). Besides, the three languages (Basque, Spanish and English) were used for different purposes in an attempt to integrate them. The sessions were video recorded, and a close and systematized examination of the video files revealed the extent to which the teacher's strategies, in a CLIL pre-school multilingual context, have improved the children's oral communicative skills.

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*Aula Magna**Thursday, 16th October**12:30 – 13:00*

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**English as a foreign language in French pre-primary schools: a focus on oral interactions***A.M. Voise**Université de Bourgogne*

The paper presentation we would like to submit is an account of a research which studies the effects of a holistic approach on children's foreign language development in kindergarten (age 5) in the French education context. All the pre-primary school teachers involved in the study use a new method called « Roxy and Me » which is based on a multi-sensory and multimodal approach and which proposes foreign language activities across the curriculum. The research focus involves the investigation of different means of exposing the learners to authentic oral English. In this interdisciplinary approach the teachers are assisted by a puppet called Roxy, story posters that illustrate the adventures of the puppet and a CD which is composed of stories and songs that the puppet is performing in front of the young pupils. The use of the puppet enables to develop not only both receptive and expressive language skills but also involves children's imagination and verbal creativity (Winnicott, 1971), (Lubart, 2003). The schoolteachers implicated in the study use a variety of teaching techniques in order to respond to as many different learning styles as possible (Gardner) with the purpose of maximizing the possibility of recall (auditory, visual, kinesthetic learning styles but also interpersonal and intrapersonal intelligences). The data for the research comprises transcribed recordings of teacher-pupil and pupil-pupil interactions. We shall give the first results of the analysis of the impact of this multimodal approach on interactions concerning 130 very young learners of English as a foreign language engrossed in peer activities and playing language games with each other in 7 kindergarten classrooms of diverse sociocultural contexts.

**Natural Sciences and Arts and Crafts in English. A case study with young primary learners.**

*A. Vallbona González*

*Universitat de Vic- Universitat Central de Catalunya*

In the last twenty years, due to a global trend of bringing forward the starting age for foreign language learning at school, young FL learners have received increasing attention (Nikolov, 2009; Hasselgreen et al.). In some contexts, this trend has coincided with the emergence of CLIL programs at primary level (Elsner & Keßler, 2013). This type of content-based programs are seen as a form of supplementing the already existing hours of FL instruction in the curriculum as well as a way of compensating for the limited exposure to the target language that most learners get from traditional EFL instruction. The success of these programs has been linked to good pedagogical practices carried out by well-trained teachers who use appropriate strategies and materials (Cenoz, 2013). However, some FL researchers have recently questioned the efficiency of these types of foreign language programs in primary schools (Bruton, 2013). This study aims at determining the extent to which EFL and EFL+CLIL may affect the listening and reading abilities of YL exposed to Natural Sciences and Arts and Crafts in English. The results obtained by 5th primary graders exposed only to EFL classes were compared to those obtained by 5th graders exposed to exactly the same number of hours of English (EFL and CLIL hours combined) to determine their achievement and progress in the target language at different times and time periods over two school years. For the results to be reliable, the proficiency level of the students, as well as the number of hours of school exposure to English up to 5th grade were taken into account for statistical data analysis. Results after the first year suggest very little differences between EFL and CLIL groups. Nevertheless, results at the end of the second year show an overall improvement in some of the skills tested when comparing CLIL and non-CLIL students. These results are mainly attributed to the innovative nature of the implementation of the CLIL program which provided a range of challenging activities that may have contributed to trigger language acquisition among young learners.



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*Aula Magna**Thursday, 16th October**13:00 – 13:30*

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**Observing teachers and child learners during classroom conversational interactions***T. Fleta**Alcalá de Henares University*

In many schools children start bilingual education early and yet there is a need to gain insight into the manner in which children learn and grow proficient in the additional language (L2). Researchers on language acquisition agree that children are language receptive and that they learn foreign languages at an early age by being exposed to them in natural infant directed conversations. One way to increase the amount and type of exposure in the L2 classroom is by fostering the listening and speaking skills with effective practices that give young learners clues of meaning. This presentation delves deeper into the teaching techniques and the learning strategies observed in the Early Years of a bilingual Spanish/English school. The data were obtained from audio-recorded observational study samples. After framing the topic against the backdrop of early L2 learning at school, the presentation will go on to review the techniques and strategies used by a group of teachers and child learners (3-7) during conversational interactions in class. With the same amount of exposure to the L2 and with similar instructional circumstances, data analysis shows that successful English L2 learning is built upon the aural skills. Questions, recasting, expansion, explicit correction, elicitation, repetition, formulaic language, cognates and wait time are some of the opportunities presented to learners to process language through input. Singing and moving, daily routines and transitional times, arts and crafts, circle time and storytelling are some of the practices used to foster the listening and speaking skills. To compensate for the quantity of input, quality teaching provides children with the amount and intensity necessary for implicit language learning at school. The presentation ends with recommendations on how to assist children building on the listening skills by teaching them how to learn to listen.

**Comparison between two CBLT settings in Spain, according to corrective feedback type and learner uptake patterns***L. Apodaca**Universidad Autónoma de Madrid*

The present study compares the frequency and distribution of corrective feedback types (recasts, prompts and explicit correction) and learner uptake patterns in two CBLT instructional settings inside Spain. The collected data belongs to four Primary School education lessons. Two of them are from immersion with Basque as the target language in the Basque Autonomous Community (BAC) and the other two belong to CLIL with English as the target language in Madrid Autonomous Community (MAC). The results of the study show that both contexts present an analogous pattern in terms of the distribution of corrective feedback type, being the main difference the error type that each education settings aims to correct. This way, it has been observed that recasts are the most frequent, then, prompts and explicit correction tends to be avoided. In relation to learner uptake, divergences among immersion and CLIL have been found. Although in both contexts prompts appear to elicit the most uptakes and uptake with repairs, CLIL shows a bigger percentage of uptake and uptake with repair than immersion. This finding suggests that the context has an influence in students' perception of corrective feedbacks' aim and, thus, on their uptake moves.

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*Aula Magna**Thursday, 16th October**15:00 – 15:30*

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**Fostering literacy skills during the first stages of L2 acquisition***T. Fleta<sup>a</sup> & M.L. García Bermejo<sup>b</sup>**<sup>a</sup>Alcalá de Henares University**<sup>b</sup>Madrid Complutense University*

To motivate young learners to listen, speak, read and write in L2, teachers need to involve them effectively in the learning process. One way to make the L2 learning stimulating and memorable to children is by promoting the use of the language in creative ways. This presentation explores methodologies that focus on the effectiveness of using creativity as a central pedagogical resource for teaching English. They are based on the idea that the best manner to teach L2 to young learners is by involving them actively in their own learning. To this end, music and art were used in a pedagogical experience for a multifold purpose, to stimulate children's imagination and creativity and to foster the thinking, social and literacy skills. After giving arguments in favor of teaching creatively during the early stages of L2 learning, we describe how children (age 6) attending bilingual education Spanish/English became creative through music and art completing a task in the L2. The first phase of the experience included listening, visualization, generation of ideas, brainstorming, drawing and writing. The second phase promoted the listening, reading and speaking skills as children had to present their pieces of work to an audience. The bulk of the presentation will report on what materials that promote literacy were developed by students. Drawings, pictures, written and oral language were collected and analyzed. Data analysis suggests that child learners were stimulated greatly by music and art. The study results present child learners at the initial stages of literacy learning in L2. Mixing codes and phonetic writing were among some of the characteristics observed. Finally, the talk will conclude by evaluating where the outcomes lead us in terms of pedagogical implications after using creativity to foster literacy skills during the first stages of L2 acquisition.

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*Salón de Grados**Thursday, 16th October**15:30 – 16:00*

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## **Communicative language use and explicit grammar knowledge in child classroom L2 Spanish learners**

*K. Lichtman**Northern Illinois University*

Children are thought to learn languages implicitly, in contrast to adults, who rely on explicit information and strategies (Bley-Vroman, 1990; DeKeyser, 2000; Krashen, 1982). When do children develop the adult-like tendency to focus on explicit information, and why— is this change an innate process caused by maturation, or a response to the more explicit instruction that older learners usually receive? This study measures implicit and explicit knowledge of Spanish verbal morphology in thirty children aged 8-12, in grades 3-6 of an American private school. The school used a whole-language curriculum, without explicit grammar exercises (TPR Storytelling, Ray & Seely) in all grades. Starting in the 6th grade, a small amount of explicit instruction was added. A story listening-and-rewriting task was designed to test implicit knowledge of Spanish verbal morphology, and a verb conjugation task was designed to test explicit knowledge of the same structure, following Ellis (2005). Overall, the children performed significantly better on the story task than the verb conjugation task. This display of primarily implicit knowledge is predicted, both since they are child learners and since they receive mostly communicative, implicit instruction. However, when analyzing results by grade level, the 6th graders, who had received a small amount of explicit instruction, showed a very different pattern than the younger children—they performed better on the verb conjugation task. They also showed differential performance on regular vs. irregular verbs on the two tasks, suggesting that they relied on explicit strategies more frequently during the verb conjugation task. Grade was an even stronger predictor of performance than age. These results show that explicit teaching immediately affects children's foreign language performance. While the learner and environment interact, the environment may have a stronger influence than we thought on children's increasing use of explicit language information as they age.

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*Aula Magna**Thursday, 16th October**15:30 – 16:00*

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## **L2 input in French official instructions for elementary school**

*M.P. Jouannaud & C. Payre-Ficout  
Université Grenoble Alpes (France)*

After decades of experimenting, the French education ministry introduced compulsory foreign language teaching in elementary schools in 1998, for higher levels at first (year 5, then year 4), progressively adding lower levels, and reaching year 1 in 2012. Official instructions indicate that foreign languages should be taught 54 hours a year, and that the objective on leaving elementary school is for students to have reached CEFR level A1. Many studies and current theories of language acquisition stress the importance of input in L1 and L2 acquisition (Bybee, 2008; Krashen, 1982; Lieven & Tomasello, 2008). Because compulsory foreign language education in France is relatively recent, however, and even though we have some information about levels eventually reached by students (MEN-DEPP 2012, European Commission 2012), not much is known about what kind and amount of target language input students actually receive. To get a handle on this question, we have decided to analyze the lists of vocabulary items and structures, examples of expected student output and teacher input in the official syllabus published by the ministry of education in 2002, and revised and completed in 2007. We have chosen to focus on English, currently being taught in more than 90% of French schools (Rapport n° 2013-066, 2013). We will try to determine what the guiding principles of the selection of items might have been, focusing primarily on word frequency and on the hypothesized natural order of acquisition. Frequency is known to play a major role in language acquisition (Ellis, 2002), and one of our aims is to examine some of the properties of the primary word list: number of words per part of speech; noun/verb ratio; percentages of words found in different frequency bands of existing frequency lists. Although the natural order hypothesis is a much more controversial topic (Luk & Shirai, 2009), we will examine possible correspondences between existing proposals and the official lists. We will also present the results of a survey of a small sample of teachers about their choice of lexical and structural objectives in their lesson plans, and compare their answers to the result of the analysis of the official instructions.

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*Aula Magna**Friday, 17th October**10:30 – 11:00*

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## **The changes of young learners' beliefs on the speaking tasks of a diagnostic test over an academic year**

*Z. Turányi**University of Pécs*

Early foreign language (FL) programs have to apply age-appropriate methods for teaching and assessment. Thus, adopting well-designed diagnostic tests into the English as a foreign language (EFL) curriculum is important, since they may make language learning motivating and effective, and provide useful data for scaffolding children's development. The participants were 31 learners of English, aged 7-10. Data were collected with the help of think-aloud protocols conducted while students were solving tasks in a diagnostic test booklet designed at the Center for Research on Learning and Instruction, University of Szeged, with the support of the Social Renewal Operational Program (TÁMOP- 3.1.9-08/01-2009-0001) for the first six grades of primary school (Nikolov & Szabo, 2013). The study followed traditions of the qualitative research paradigm, thus it aimed to provide an in-depth understanding (Duff, 2008) of children's ideas arising while working on the speaking tests. Students took the speaking tasks in pairs and they were expected to. Data collection took place during September, 2013 – May, 2014. In addition to observing and recording how pairs performed on the tests, a semi-structured group interview was also conducted with the pupils. All discussions were recorded to explore children's preferences of the different task types. The recorded interviews and the discussions were transcribed and complemented by detailed observation notes taken during test taking. In the course of the qualitative content analysis of participants' accounts categories were identified concerning their: (1) motivation; (2) attitudes; (3) self-confidence and (4) preferences of the tasks. In addition to content analysis, participants' achievements were also compared with their beliefs. Single case-studies from each age group will be presented to give detailed and lively descriptions of young learners' beliefs.

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*Aula Magna**Friday, 17th October**11:00 – 11:30*

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## **Young learners' attitudes towards English as a foreign language in a multilingual setting**

*L. Portolés Falomir*

*Universitat Jaume I*

The early introduction of English as a foreign language in the school curriculum has emerged the study of several external and internal factors which may have an effect on child language acquisition and development, especially on those bilingual communities where English is learnt as a L3. One of the main tenets of the Dynamic Model of Multilingualism proposed by Herdina and Jessner (2002) is the focus on the affective side of languages, such as language attitudes, which are considered one of the most significant variable in language acquisition (Dewaele, 2005). However, the existing studies (Nightingale, 2012; Portolés, 2011, 2014; Safont-Jordà, 2007) on language attitudes in the Valencian Community have focused on teenagers and university students. As far as we know, no previous research has been conducted with a child population. Therefore, the present study will examine the language attitudes of 402 multilingual young learners towards the foreign language (English). We divided the sample into two age groups: second-year pre-school education students who were 4-5 years old and third-year primary education students whose age was 8-9. The data were collected by means of a matched-guise technique and an oral interview. The collection of quantitative and qualitative data allowed us to obtain a better understanding of findings. The results confirm the attitudinal tendency of languages over age and, therefore, the existing differences between pre-schoolers and primary school students with respect to language attitudes. The authors conclude that language attitudes are dynamic and complex in nature and highly determined by the environment.

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*Aula Magna**Friday, 17th October**12:00 – 12:30*

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**L1 use in children EFL learners in traditional versus CLIL instruction***M.P. Agustín Llach**Universidad de La Rioja*

This paper examines the production of borrowings and lexical creations in the compositions of learners in 4th and 6th grade. Apart from the longitudinal design, we also explored learners' productions according to their instructional approach: CLIL/ traditional EFL learners. Previous research (e.g. Celaya & Naves, 2009; Celaya & Ruiz de Zarobe 2010) has shown that L1 influence varies in function of age and proficiency (Agustín-Llach, 2010). We were interested in examining how L1 use behaves in young learners immersed in different instructional approaches. Our results show two main tendencies. First, for both learner cohorts borrowings decrease whereas lexical creations increase from grade 4 to 6. Second, traditional learners produce more borrowings and CLIL learners display more instances of lexical creations at both testing times. Our results concur with previous research in the pattern of development of the different types of L1 use (Celaya 2007; Celaya & Naves 2009; Celaya & Ruiz de Zarobe 2010). We believe that recourse to the L1 is pervasive all through the, at least, early stages of the L2 vocabulary acquisition process, although it changes in form and function. The higher cognitive development, vocabulary knowledge, and linguistic awareness of our 6th graders may explain decrease in borrowing production, but increase in L1-based lexical creations. Additionally, the more communicative and meaningful exposure of CLIL learners might also account for the differences. Borrowings are more frequent in non-CLIL learners, which might indirectly point to lower proficiency. On the contrary, production of lexical creations seems to be more related to age (cf. Celaya & Ruiz de Zarobe, 2010), and probably to cognitive development, conceptual expression, and linguistic awareness imposed by age (cf. Muñoz, 2008). L1-based lexical inventions imply higher proficiency, since they derive from the application of L2 phonographic rules to L1 words.



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*Aula Magna**Friday, 17th October**12:30 – 13:00*

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**“The boy and the girl *fiquen* the sandwich on the... *com es deia cistell?*” – Patterns of Catalan L1 use in young learners’ L2 English oral narratives**

*E. Pladevall & A. Vraciu*

*Universitat Autònoma de Barcelona*

The present study explores the role of young learners’ L1 in scaffolding their English as a Foreign Language (EFL) oral production in a narrative task over a period of two academic years. Research based on sociocultural approaches to language learning acknowledges the use of the L1 as a cognitive tool which facilitates task achievement and L2 communication, particularly in collaborative tasks and with low-proficiency learners (Alegría de la Colina & García Mayo, 2009; Antón & DiCamilla, 1998; Storch & Wigglesworth, 2003; Swain & Lapkin, 2000). L1 use might also help learners to understand and carry out non-collaborative L2 oral tasks and retrieve L2 linguistic forms. This is of particular relevance in the case of young learners of foreign languages, who learn the L2 in a context of minimal exposure (Nikolov & Djigunović, 2011) and need the L1 to outgrow their cognitive and linguistic capacities.

Our longitudinal study explores the linguistic and cognitive support that the use of the L1 provides to young learners of 4 Catalan primary schools and how it develops over time in a non-collaborative narrative task. L1 use is measured by means of a quantitative and qualitative analysis of L1 content and function words and structures at intra-sentential level and how they relate to the use of L1 communicative props with a metacognitive, metatalk, task-related and private speech function at discourse level. Results show a significant decrease of L1 linguistic and cognitive scaffolding over time and weak but significant correlations between L1 words and L1 communicative props, which confirms the double cognitive and linguistic scaffolding role of the L1. The data also seems to indicate that the non-collaborative nature of the task is relevant in the selection of L1 communicative props and their patterns of use at different proficiency stages.

# **ABSTRACTS: Poster Presentations**

(in alphabetical order)

## **The importance of student teachers' implication in "new" methodologies**

*A.I. Alario Trigueros & N. Barranco Izquierdo*

*University of Valladolid*

In this paper we want to show how we train our teacher students using the task-based approach in order to make them aware of the importance of coherence in lesson planning oriented to very young children. We want our students to pretend the foreign language acquisition in their future early childhood students. The main points of our training are focused on:

- Adequate input, the caretaker speech;
- Non-verbal communication (gestures, paralinguistic actions and para-textual characteristics);
- Students' motivation;
- Co-operative work;

First of all, when referring to an adequate input, we are talking about the importance of taking in account the young learners characteristics and the importance for them to understand all the teacher says. This idea is linked to the non-verbal communication as absolutely necessary to make our students understand using non-verbal language, intonation, rhythm and visual aids. On the other hand, attitude is essential for young learners to be motivated to take an active part of the English class. Taking these points in account, our lessons are planned, as we said before, based on the task-based approach in order to make our students conscious that the coherence in planning makes acquisition easier. Our teacher students, first, are provided with some theoretical sessions so that they realize of the importance of applying those theoretical fundament to the practice. For doing this, we use micro-teaching techniques. The different practices are worked in groups so we develop cooperative learning, at the same time we encourage self and cooperative assessment.

## **A story-based curriculum for young EFL learners**

*M. Allen-Tamai*

*Aoyama Gakuin University*

As the great majority of the participants reported their strong sense of achievement through this curriculum, they seemed to experience the so-called 'A-HA' moment, in going to a qualitatively higher stage, during the joint-storytelling and reading time. Through this routine activity, their identity changed from "a learner who is just repeating sentences" to "a character" who is saying them as part of his/her own language. This was the time they came to think that they understood what they were saying and that they 'owned' the language. Only after they owned their spoken language, was the manuscript given to them, which then confirmed their spoken language explicitly. During those processes, I observed another important phenomenon for developing their English; the power of collaborative work. The students could naturally only make a partial recall at the beginning, but when together with peers they could manage to produce sentences. In other words, their partial knowledges were put together to create a whole picture. Each student had his/her important role to play in repetition activity.

## **Matching ELT methodologies and children development at very early stages: is it possible?**

*A. Andúgar<sup>a</sup>, B. Cortina-Pérez<sup>b</sup> & M. Torne<sup>a</sup>*

*<sup>a</sup>Catholic University San Antonio of Murcia*

*<sup>b</sup>University of Granada*

Fostering foreign language is of paramount importance for the European Union. Consequently, the teaching of foreign languages at a very early age is a matter of great interest at the present moment. The European Council in Barcelona 2002 was the starting point for various reports and surveys in order to promote initiatives for early foreign language teaching. In Spain, although we have started with the teaching of English in Pre-primary Education (3-6 years old), there is an enormous lack of legislative and methodological consensus among the different regions. One of the main obstacles to the appropriate teaching of EFL at an early age is the lack of specific pedagogical training for teachers of English, as it is just concerned with Primary Education (6-11 years old). Moreover, current ELT methods are originally designed for older students because in most foreign countries EFL teaching begins at 7-8 years old. Therefore, we believe that it is necessary to deeply analyze prevailing ELT methods (Communicative Language Learning, Task Based Learning and Content and Language Integrated Learning) from the child developmental perspective in order to identify possible matches, as well as to propose potential adaptations of these methods, hence contributing to this necessary theorization on the Teaching of English as a Foreign Language at Very Early Age (TEFLVEA).

## Engaging young EFL students

*H.E. Castleberry Ribagorda*

*NClic (Nuevas Claves Learning Investigation Center)*

Having young EFL learners engaged in their own learning process is more than just having them participate in the traditional classroom activities. It's about having the students draw on their own native language (L1) experiences and perspectives to help them progress with their second language (L2) acquisition. This can be done having them self-direct their own learning which allows for opportunities for continued application of their own experience and as a result they become immersed in their own learning process. Understanding young students' motivation, whether intrinsic or extrinsic, has a major impact in learning and teaching. Thus, the lessons should be student-centered where the emphasis is made by active decisions taken by the learners and where the possibility to guide the direction of their own learning exists. Within the activities, the students ought to examine their own assumptions as to what is going to happen and discuss the reasons for their answers. So in order to get the students to actively take part in the activity and their own learning, the classroom lessons should incorporate cooperative learning and critical thinking skills such as predictions, compare and contrast, among others. Whenever possible, the use of images, videos, and other multimedia sources, as well as colorful books, as a motivation tool for learning and discussion within the young learners' English as a foreign language classroom is imperative. Fredricks, Blumenfeld, and Paris (2004) stated that "Engagement is associated with positive academic outcomes." Hence, learning an L2 requires an active engagement from all of the students and a commitment from the teacher to facilitate the learning process.

## **Analysis of the coordination between pre-school English teachers and primary English teachers as a factor in work satisfaction**

*A. Fernández Viciano*

*University of Oviedo*

This study is part of a larger research project focusing on the degree of work satisfaction that exists among Primary School English teachers who have studied at the University of Oviedo and work in the Principality of Asturias; in particular, the research approaches the academic training received by teachers regarding pedagogical methods and English language. A related aspect of teachers' satisfaction is the level of coordination with school colleagues, which affects both student preparedness and outcomes and, therefore, influences teacher success in the classroom. The present study explores the importance of this factor to work satisfaction in the study population. Therefore, this study focuses on the existing coordination among teachers in charge of the same subject (English language), comparing the coordination at the same grade level and among teachers working with different age groups (ranging from Pre-school to Primary Education). The results have been obtained from interviews with Pre-school and Primary teachers in several schools in Oviedo and smaller towns in Asturias. The objective of the present study is to determine the degree of satisfaction of Primary School teachers of English concerning the degree of coordination with Pre-school English teachers and the specific factors to be considered in analyzing English teacher satisfaction at the Primary School level.

## **The role of tales in L2 acquisition/learning in early years**

*M.V. Guadamillas Gómez*

*Universidad de Castilla-La Mancha (UCLM)*

Most English teachers share the idea that there are not enough resources to support English teaching in Infant Education in the present curriculum in Castilla-La Mancha. According to the current law, just 90 minutes every week are due to English. Considering the possibilities for improving English Language Teaching Techniques and increasing Learning Motivation, the idea of creating a tale workshop emerges. Taking into account that motivation is a key factor in Infant Education and tales one of the main resources for increasing this motivation; the workshop may represent one of the best practices to increase it (Fernández, 2010; Leon, 2009; Rebolledo, 2012). Besides, tales promote language acquisition, giving a context for understanding and promoting new vocabulary learning (Baldwin, 2003; Wreight, 1995). Firstly, this paper tries to describe the role of tales in Infant Education to contribute to second language learning. Secondly, it develops a didactic approach to the use of tales in Infant Education. Finally, it states some conclusions.



## **Checking authenticity of pragmatic language input in the EFL classroom: the presence of situation-bound utterances in infant textbooks**

*O. Martí-Arnándiz*

*Universitat Jaume I*

One-third to one-half of the English language is composed of formulaic elements. They have a facilitative learning effect especially on children's early interlanguage stages. In fact, according to Fleta (2006), the use of formulaic language in the English classroom triggers infants' oral production. This paper focuses on infant textbooks as a crucial source of classroom input in English as a Foreign Language (henceforth, EFL) settings. The main aim is to detect the appearance of situation-bound utterances, defined by Kecskes (2000: 606) as "prefabricated pragmatic units whose occurrence is tied to standardized communicative situations". Such utterances, more quickly processed than non-formulaic language (Conklin & Schmitt, 2008), allow infants in the English class to use pragmatic formulae, without previous syntactic knowledge, in order to carry out their communicative needs (Girard & Sionis, 2004). Therefore, is this type of formulaic language a priority of textbook authors? This question will be answered by considering two different kinds of textbooks for three, four and five-year-old students which claim, either exposing children to authentic/natural English, or to simple English in a parallel sequence to mother tongue(s) pedagogic material.

## Effects of early CLIL instruction on later instruction in secondary school

*S. E. Pfenninger*

*University of Zurich*

This study was designed to investigate the effects of age of onset and type of instruction on ultimate EFL attainment at the end of the period of normal schooling in Switzerland, measured in terms of written fluency, complexity, morpho-syntactic accuracy, vocabulary size, and listening skills. Data were gathered from four groups of 18-year-old Swiss German learners of English: 50 were early starters who had attended an immersion (CLIL) program in elementary school and who continued CLIL in secondary school (EARLY CLIL), 50 had followed the same elementary school program but then received traditional EFL instruction after elementary school (EARLY NON-CLIL), 50 were late starters who began learning English immersively in secondary school, (LATE CLIL), while the other 50 attended a traditional EFL program (LATE NON-CLIL). Results show that age of onset alone does not seem to be the distinguishing variable, since early introduction of English in elementary school did not result in a higher level of proficiency when exposure to the language was limited to a few hours of class per week. The EARLY NON-CLIL participants were caught up and in certain areas significantly surpassed by the other groups, despite the additional five years of English study they had had in elementary school. The best results were found when early CLIL instruction was followed up by the use of English as an additional language of instruction in secondary school (EARLY CLIL group), which confirms the link between young starting age, implicit learning and long and massive exposure.

## **Through the lens of teachers in two bilingual programs: a look at early bilingual education**

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In recent years, there has been a growing interest among policy-makers, ethno-linguistic community leaders, practitioners and researchers in early bilingual development and the unique role of the educational settings' language policy. This study aimed at examining teachers' reflections on early bilingual education and its development in two contexts: a Chinese-English bilingual preschool and elementary school in Canada, and a Russian-Hebrew bilingual preschool in Israel. Specifically, we examined how bilingual teachers and principals understand, rethink and modify their language programs and how they face the challenges of language separation in both Israeli and Canadian contexts. Our interest in comparing and contrasting these two contexts was inspired by Fishman's (1976) claim on the necessity of addressing cross-cultural comparisons in bilingual education that would guide and lead bilingual educators everywhere. This would allow them to consider themselves a "single community of interest, each learning from the other and correcting each other's experimental and attitudinal limitations" (Fishman, 1976). To address our aims we conducted eight in-depth semi-structured interviews with the preschool bilingual teacher and principals in both Israel and Canada. The interviews of the teachers were conducted after non-structured observations which were designed to obtain data on the teachers' instructional sessions and informal linguistic and social interactions between the teachers and the children. In this presentation we will discuss two main content categories, extracted from teachers' reflections: (1) Experience and searching for an ideal language program; (2) Flexible and creative approaches towards the language separation model: "I do not want them to have a negative feeling". Our data showed that the teachers and principals in both countries reflected on the same central issues. The teachers' main task was to orchestrate the need "to balance the time" between two languages and to teach subjects in two languages on the one hand, and to support language and academic progress of the children with diverse linguistic experience on the other hand. To face this task, our teachers had to constantly monitor children's progress in the classroom. This monitoring resulted in accommodation and modification of the existing language model and curriculum. Thus, in both contexts, it appeared that the language model was not established in advance and it did not remain constant. Rather, it continuously emerged through the experience and reflection of the teachers in trying to address the children's developmental needs.

## **The cultural dimension in child foreign language acquisition: a participatory action research project**

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The aim of this presentation is to share the methods and results of a Participatory Action Research (PAR) project conducted by a university teacher and 11 of his students from the Facultat de Magisteri of the Universitat de València. The students are completing the last placement period of their Degree in Primary EFL education. PAR has been employed with several goals in mind: 1) to arrive at a deeper understanding of the cultural dimension and of its impact on Child Foreign Language Education, and to discuss which pedagogical orientations are better suited for EFL teachers to negotiate it properly; 2) to analyze the cultural dimension in the EFL classrooms of 8 Primary schools in the province of Valencia, which the students have attended; and finally 3), to help these university students articulate the experiences of their placement with their Final Degree Project (FDP), which they must complete at the end of the placement period in order to graduate. The PAR started in January and will go on until June 2014, even after the placement period has ended. A triangulation network has been created through which the university teacher, his 11 university students, and the EFL Primary teachers have been able to share their perspectives on this issue. Up till now, the following results have been obtained: 1) PAR has allowed the students to refine their analysis of the cultural dimension in the EFL classroom and arrive at conclusions regarding the pedagogical orientation capable of negotiating the cultural dimension most adequately, and whether it is applied or not in the Primary schools of the province; 2) The university teacher has found evidence to consider the learning benefits derived from handling the cultural dimension properly in the light of Cummins' Linguistic Interdependence Hypothesis.

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# NOTES







