



SECOND LANGUAGE TEACHING/ACQUISITION IN THE CONTEXT OF MULTILINGUAL EDUCATION

-VI-

BOOK of ABSTRACTS

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**Enhancing English Language Acquisition through Multimedia-Supported Distance Learning:
Integrating Zoom and Google Classroom in Algerian Middle Schools**

The shift to distance learning has accelerated the integration of multimedia tools in language education worldwide, yet little empirical research has examined their combined impact in underrepresented multilingual contexts. This study explores the deliberate integration of the two online teaching and learning applications Zoom and Google Classroom for teaching English as a foreign language to middle school students in Algeria, a multilingual environment where Arabic, Berber, and French coexist alongside English. Drawing on Mayer's Cognitive Theory of Multimedia Learning and Computer-Supported Collaborative Learning theory, the study investigates how these platforms influence learner engagement, communicative competence, and autonomy. Using a qualitative approach, data were gathered from 20 middle school English teachers across urban and rural regions through surveys and semi-structured Zoom interviews. Thematic analysis identified three main benefits: (1) increased motivation and participation through interactive breakout sessions and multimedia-rich activities; (2) greater learner autonomy and customised access to resources via asynchronous assignments; and (3) improved feedback mechanisms and resource organisation. Challenges included limited internet connectivity, uneven digital literacy among teachers and students, and difficulties in assessing oral skills remotely. The study proposes a replicable framework for integrating synchronous and asynchronous tools in multilingual EFL classrooms, with a focus on strategies suitable for low bandwidth environments, culturally relevant content, and interactive task design. The presentation will offer practical recommendations, such as using multimedia for pronunciation and vocabulary development, structured communicative tasks, and equity-focused adaptations. By contextualising Algerian EFL practice within the broader discourse on technology-enhanced multilingual education, this study provides both theoretical insights and practical guidance for educators, researchers, and policymakers seeking to optimise online and blended language teaching in resource-variable contexts.

Abidi Mohamed Moutalia-Abdelfatah

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The Role of TikTok in Revitalizing Indigenous Languages among Youth

During the last decades, the use of social media has shifted from communication and entertainment

to a platform of cultural expression, language preservation, and identity formation. This study investigates how TikTok contributes to the revitalization of indigenous languages among youth. Using a qualitative research design, this study analyses digital content of a purposive sample of TikTok videos displaying indigenous language, selected through relevant hashtags and user engagement metrics. Using thematic analysis, the study examines how youth creatively incorporate indigenous languages through music, storytelling, humor, and educational content. The analysis also considers how linguistic authenticity, traditional aesthetics, and cultural pride are performed and negotiated within a platform designed for virality and entertainment. The findings reveal that this social media platform creates an alternative space for youth's language learning and cultural reaffirmation as well as the construction of hybrid identities. To this end, this study contributes to the understanding of the effects social media platforms have on youths' indigenous languages in Morocco and how these platforms could play the role of formal institutional organizations in revitalizing these languages.

Adigozalova Nububat

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The Role of Realia in the Process of Intercultural Communication

Language reflects a nation's culture, which develops according to society's objective laws. Culture grows based on private, special, and general rules, and it influences language. As an essential human trait, culture is linked to our ability to deliberately change the world around us. In our research, we used Dan Sperber's work, which explores the close and evolving relationship between "language" and "culture." Sperber's ideas about "culture" are particularly interesting. In the Philosophy of Culture project, Sperber tries to connect cognitive psychology with the epidemiology of representations. His line of thought describes cultural dynamics through a cognitive lens. The spiritual life and history of a people are mirrored in all areas of their language. Generations come and go, but their life lessons are passed to the next through language. All facets of a community's spiritual existence are preserved in their native tongue. Language vividly links a community's past, present, and future.

Thanks to language, human culture persists, enabling past generations to gather and pass on experiences. Language shapes individuals, influencing their behaviour, lifestyle, worldview, mentality, national character, and perspective. No culture in the world lacks an intertwining of ethnic, national, and human aspects. Hence, intercultural dialogue must occur among all peoples and within each culture.

Algubri Basim

University of Mosul, Iraq

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The linguistic Aspects of ADHD: Implications for Teaching Foreign language

Skills to ADHD Children

Attention Deficit Hyperactivity Disorder (ADHD) is a neurodevelopmental impairment characterized by attention deficit, high proactivity, and impulsivity that challenge the children's ability to control their physical and verbal behavior. This disorder has been clinically diagnosed and assessed by the American Psychiatric Association, "*Diagnostic and Statistical Manual of Mental Disorders*" (2013), and suggestions for intervention have been suggested to treat it. However, Linguistic aspects of ADHD and their pedagogical implications for foreign language teaching have not been given due attention. The literature available (e.g. Turketi, 2010; Babocka, 2015) focuses on suggesting Total Physical Response and Task-based instruction as the most appropriate methods for teaching a foreign language for ADHD children to account for their inattention and hyperactivity. The present paper initially attempts to identify the characteristic features of individuals with ADHD, focusing on the linguistic aspects of this disorder with special emphasis on deviations at the levels of phonology, morphology, grammar, semantics, and pragmatics. Next, it highlights each feature of ADHD, specifically inattention, hyperactivity, and impulsivity, and suggests behavioral and linguistic strategies to address these abnormal behaviors and then identifies the pedagogical implications for foreign language teaching. It takes a step forward, suggesting a more comprehensive framework for teaching foreign language skills at relatively advanced stages, taking into consideration what each skill typically needs to develop and the types of challenges ADHD children face in developing each language skill. The primary argument in this paper is that foreign language teaching is essentially eclectic. Teachers should understand the nature of the challenges that ADHD children encounter when learning each language skill and match their strategies for developing language skills to the challenges already identified, both individually and collectively.

Aqdas Shayan

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Language development does not happen in a vacuum; a number of factors influence it. This study is based on Frederic Bartlett's Schema Theory, which states that individuals construct psychological material when they come across things and use this knowledge to interact with new information (Bartlett, 1932). A homogeneous sample of 60 5th-grade students was selected with purposive sampling, and the research was conducted with a mixed methods approach. The students were divided into experimental and control groups, and an excerpt from "The Secret Garden" by Frances Hodgson Burnett was assigned to both groups as a comprehension text. The assessment included a combination of comprehension questions focusing on the students' reading skills. The differing variable between the groups was the instruction provided to the experimental group, which included linking the text to familiar and relatable cultural cues. The responses were assessed via a rubric criterion, and students' vocabulary, evaluation, and inferential skills were studied. Post-assessment, participants were asked their opinions about the impact of contextualisation on their performance through closed-ended statements, and their responses were examined according to the Likert scale. The results concurred with their views and suggested that students perform better by employing their language, content, and formal schema when the academic content is contextualised through instruction. The experimental group demonstrated high analytical and inferential skills and utilised a variety of expressions to answer questions, as compared to the control group. The study offers suggestions to re-evaluate teaching strategies to improve students' interest in the text and engage them in language learning by using culturally relatable and appropriate material.

Bâlc Denisa-Maria

Lucian Blaga University of Sibiu, Romania

**Innovative Strategies for Teaching Romanian as a Foreign Language:
The Role of Identity Texts**

In today's volatile global context, marked by political tensions, socio-economic instability, and a growing number of immigrants interested in learning foreign languages, the need to internationalize the educational process and open it to intercultural dialogue has become increasingly urgent. As such, language teaching must move beyond a narrow focus on communicative competence to incorporate general competences, particularly socio-, multi-, and intercultural.

This presentation introduces a pedagogical approach aligned with current trends in foreign language education: using identity texts to develop intercultural competence. Coined in 2004 by Jim Cummins and Eleni Skourtou, identity texts refer to "the products of students' creative work or performances carried out within the pedagogical space orchestrated by the classroom teacher.

Students invest their identities in the creation of these texts which can be written, spoken, signed, visual, musical, dramatic, or combinations in multimodal form. The identity text then holds a mirror up to students in which their identities are reflected back in a positive light.”

This method was applied with encouraging results in the "Oral and Written Communication" course for international students enrolled in the Romanian Language Preparatory Program. Students were first exposed to representative works of Romanian literature and then invited to create their own identity texts that reflect their personality and cultural background. The process culminated in a collaborative activity: students assembled their stories into a collective puzzle and compared their outcomes with those generated by the instructor using ChatGPT.

This presentation provides a comprehensive view of the strategies employed to stimulate intercultural dialogue in foreign language classes, offering practical examples from classroom experience.

Baratashvili Zurab

Ivane Javakhishvili Tbilisi State University

Interlingual and Intralingual Error Analysis of Georgian EFL Learners

This study investigated the types of linguistic errors made by Georgian learners of English as a foreign language (EFL), focusing on a structural classification of these mistakes and their underlying causes. Drawing on written samples from intermediate to advanced university-level EFL learners. The research categorizes the errors into grammatical, lexical, pragmatic, and syntactic types. Employing an error analysis framework rooted in Corder (1971) and refined by James (1998), distinguishing between errors in morphology (e.g., tense-aspect marking, article misuse), syntax (e.g., subject verb inversion, constituent order), and lexis (e.g., collocational deviance, semantic overextension).

The analysis further differentiates the errors by source: interlingual (L1-included) and intralingual (non-L1-related) errors. Interlingual errors are attributed to negative transfer from Georgian, such as article omission due to the absence of articles in the L1, or confusion between English perfect tenses and Georgian aspectual systems. In contrast, intralingual errors, including overgeneralization of rules (e.g., “comed”, “cutted”, instead of “come”, “cut”), analogical creation, or simplification strategies, reflect internal developmental processes common among EFL learners regardless of their native language.

The findings reveal that while L1 influence significantly shapes morphological and syntactic errors, lexical and pragmatic errors are more often rooted in the complexities of the target language itself. Out of 320 essays, we found 150 interlingual (morphology - 64, syntax – 53, other – 33) and 30 intralingual errors (syntax – 25, morphology - 10, other - 5): Here are some examples:

“Not everything is how we want.”

“High income help you surprise your family and can what you want”

“Firstly, in Georgia go abroad to find a job is on a high level”

“I think all people wants to find a job, you know today you don’t have a job, you don’t find a bread money too.”

The qualitative data analysis is strengthened by the quantitative data collected among Georgian-native English language teachers. The study presents the typological classification of the collected errors, including analogical creation, overgeneralization, etc. As we are still in the process of collecting the quantitative data, the final results will be illustrated at the conference.

Blair Emily C.

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Extramural Exposure in Language Learning: Exploring the Roles of Implicit and Explicit Processes

In an increasingly digital world, many Young Learners (YLS) are exposed to English without ever taking a class. Researchers have shown various benefits from informal exposure to English (Kuppens, 2010; Peters, 2018). But how does implicit learning compare to explicit learning in the classroom?

The study presented is part of a project examining Extramural English (EE) in Hungarian YLS (aged 10-12). It involves two groups: one group of students who study English in a Bilingual English (BE) program with explicit instruction, and the other group who study German (GFL) and have learned English purely through EE. To date, over 50 students have been tested. When looking at the larger data sample, on average, the BE students have achieved higher proficiency, as indicated by Cambridge Young Learners Exam scores.

However, to see how learners differ in what they can learn from EE only or from EE and instruction, the four top-scoring participants (all at A2 level) from both groups were compared on their language in an oral picture storytelling task. The aim is to investigate whether young learners (YLS) can develop grammar through EE alone and how implicit learning compares with explicit learning. Speech samples were analyzed on linguistic features that show stages of proficiency development (Verspoor et al., 2012). Analysis of their utterances for percentage of correct clauses, percentage of clauses with low-frequency words (LFW), percentage of present vs. past tense use, and mean length of utterance show that the GFL students outperformed the BE group in most parameters.

The GFL had a 77% error-free clause rate, and the BE group had 44%. GFL students showed a higher use of LFW (16% compared to 10%). GFL students used the past tense more frequently, in 64% of

their clauses, while BE students used the past tense in only 44%. For the mean length of utterance, the BE group outperformed the GFL group with an average of 9.7 and 9.1, respectively.

These results show that oral skills can develop through implicit learning, specifically demonstrating the ability of YLs to learn grammatical structures and vocabulary implicitly. The findings support previous research (Peters, 2018; Rousse-Malpat, 2019). These results help understand language learning and may influence and improve teachers' methods.

Buskivadze Khatuna

Caucasus University

Jojua Nino

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**Pronunciation Issues in Georgian EFL Learners:
Phonological Patterns and Pedagogical Approaches**

This paper examines segmental and suprasegmental pronunciation challenges—focusing on vowels, consonants, and stress—faced by Georgian EFL learners. Analyzing data from 30 B1-level university students enrolled in a Practical Phonetics course, it identifies recurring phonetic issues such as schwa substitution, diphthong simplification, vowel length inconsistencies, consonantal errors involving interdental fricatives and the English /r/, as well as initial syllable stress overgeneralization, equal stress on all word syllables, misplacing stress on loanwords and ignoring stress shifts in derivatives. Using a mixed-methods approach, the research combines IPA-based audio analysis, frequency tracking, and learner surveys. Key factors contributing to these errors include L1 transfer, orthographic interference, and limited exposure to authentic English input. Grounded in SLA theory—including Flege's Speech Learning Model and the Orthographic Interference Hypothesis—the study offers practical, perception-based pedagogical strategies. It emphasizes the importance of integrating explicit pronunciation instruction and phonological awareness into communicative EFL teaching.

Bukia Manana, Ezugbaia Lali

Ivane Javakhishvili Tbilisi State University, Georgia

From the history of Soviet language policy:

Educational and cultural projects for Laz living in Abkhazia in the 1920s and 1930s

The Laz appeared on the territory of modern Abkhazia in the 1870s. As a result of the Russo-Turkish War of 1877-1878, by the Treaty of Berlin of 1878, all of southern Georgia (historical Tao-Klarjeti) and part of Lazeti – the Gonio-Makriali region – became part of the Russian Empire, and the center of the Ottoman Sanjak moved from Batumi to the city of Rize. At this time, intensive migration of Laz people began from the remaining Laz regions in the Ottoman Empire – Atina, Vitse, Arkave, Khopa – to the Black Sea coast of Georgia: on the one hand, towards Batumi, on the other hand, towards Samegrelo – towards Poti and Anaklia, and on the third hand, towards the port cities of Abkhazia: Sukhumi, Ochamchire.

After Sovietization, Abkhazia became an “interesting” testing ground for the implementation of Bolshevik language policy, and consequently, the Laz community became a target of this policy. It should be noted that the study of the Laz of Abkhazia was a taboo topic during the Soviet period, and recently this issue has become relevant for Abkhazian, Russian and European researchers, both from a historical-demographic-geographical perspective, as well as from the perspective of studying the consequences of the Bolshevik terror and linguistic-ethnic policy.

The aim of this study is to bring greater clarity to the overall picture of perspectives reflecting the real goals and results of the language policy implemented towards the Abkhazian Laz. In our opinion, the majority of studies are based only on historical documents or research, and almost nowhere do they take into account the main witnesses of the events themselves - the Laz people and their language, the narratives embedded in the texts. On the other hand, the linguistic foundations of language policy are not taken into account - the artificially ideologized confrontation of the "Marists" and the so-called "Indo-Europeanist" linguists by the Bolsheviks, the consequences of using science as a political instrument on the fate of individual peoples or languages. We will try to at least partially illustrate these issues through educational, cultural and scientific projects implemented for the Laz language in Abkhazia in the 1930s.

Chang Yurou

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Using Artificial Intelligence Technology to Analyse the Language Learning Characteristics of Bilingual Children Learning Chinese and Its Implications and References for Learners of Chinese as A Second Language

With the acceleration of globalisation and the widespread adoption of multilingual environments, bilingual education has become an essential topic in the international education sector. The language acquisition process of bilingual children growing up in two or more language settings shows the

diversity of their language skills. It reflects the interaction between their known and target languages, cognitive changes during the acquisition of a third language, and their social and cultural adaptability. The differences between the language learning features of bilingual children and second language learners have also been a significant focus of research in linguistics and education. Early studies demonstrate that bilingual children display cognitive benefits different from those of monolingual children during language learning, such as stronger executive functions and more efficient attention management (Bialystok, 2017). However, turning these cognitive advantages into effective language learning strategies remains a key challenge in second language education (Bialystok, 2001; Kovács & Mehler, 2009).

Recently, technologies from subfields of artificial intelligence, including natural language processing (NLP), machine learning (ML), and deep learning (DL), have been widely applied to various areas of linguistics. Interdisciplinary approaches to linguistic research have become more common. For example, Zhou Peng (2021) investigates whether the features of children's language acquisition can be utilised in interdisciplinary research on language learning mechanisms to develop a 'human language simulator,' combining large-scale pre-trained language models with innate language structures in the brain. This involves an iterative evolutionary approach that merges innate structures and data, allowing machine learning to demonstrate human-level 'language understanding.' Through the interdisciplinary collaboration between linguistics and artificial intelligence, emerging technologies such as speech recognition and personalised learning systems (Heffernan & Heffernan, 2014) can more precisely analyse and comprehend language learning processes. Developers are also exploring ways to apply these technologies within educational practice.

The integration of artificial intelligence technology into education has already achieved initial success in English teaching, exemplified by innovations like English 'language companions': AI teachers, Duolingo, etc. However, research on combining Chinese language teaching, bilingual learning characteristics, and Chinese as a second language remains in its early stages. Particularly within international Chinese education, there are currently no intelligent language companion applications (Rao Gaoqi, 2024).

This study aims to fill this gap by combining modern AI technology to deeply analyse the language learning characteristics of bilingual children, revealing their unique advantages in language acquisition, language use, and cognitive development. Based on these advantages,

Cao Xinsheng

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Teachers Perceptions of Family Language Practices and Instructional Responses in Multilingual Chinese Language Classrooms

Teachers' perceptions of students' family language practices in multilingual classrooms often shape task design, scaffolding, and learning outcomes. This study explores how Chinese as a Foreign Language (CFL) teachers in Dublin, Ireland, interpret family language input—particularly in ethnic Chinese and mixed-heritage households—and how these perceptions influence classroom decisions. Drawing on Spolsky's Family Language Policy model and teacher agency theory, it adopts an explanatory sequential mixed-methods design, combining questionnaire data from 12 teachers and interviews involving teachers and parents.

Findings show a frequent mismatch between perceived and actual home language input, especially for mixed-heritage students. To measure this gap, a Bias Index was developed to assess perception accuracy. The results highlight patterns of overestimation or underestimation linked to heuristic judgments, cultural expectations, and classroom cues. These biases shaped instructional choices: students perceived as "high input" often experienced early scaffold removal, while those labeled "low input" sometimes received prolonged support, which could also limit progress.

The study proposes a three-stage framework—family practice, teacher perception, instructional response—with a feedback loop that connects classroom strategies back to family engagement. The findings stress the need for perception calibration and reflective practice in teacher training. These insights support more equitable classroom management in diverse and multilingual contexts, offering practical implications for teacher education and policy in second language settings.

Chekili Ferid

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Teaching English Pronominals and Auxiliaries to French and Arabic Speakers

Recently, there have been proposals suggesting that insights from formal linguistics can inform pedagogy. In two recent papers (Chekili 2023a,b), which examine the syntax of pronominals and auxiliaries in English, French, and Arabic, it was argued that early acquisition depends on the teacher's understanding of relevant linguistic principles. The L1 plays a vital role in L2 learning. It is also clear that universal principles are not learned and therefore do not need to be explicitly taught, whereas language-specific features require instruction (cf. White, 2022). Consequently, teaching materials and educators should emphasise the differences—i.e., the problematic areas—highlighted

by comparative syntax. Building on these theoretical insights and the syntax of pronominals and auxiliaries, this paper presents an example of how best to teach these English constructions to speakers of Arabic and French, respectively. Particular attention is given to how teachers' knowledge of linguistics influences the choice and nature of input provided in the classroom. The findings are argued to be applicable to other L2 learning contexts.

Chen Yuqing

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**The Effect of Online Informal Learning of English (OILE) on Pragmatic Awareness (PA)
among Chinese College Learners**

As a significant part of pragmatic competence, pragmatic awareness (PA), reflecting how individual's conscious understanding of language rules and conventions as well as implicit and explicit rules of communication (Taguchi & Roever 2017), has been increasingly researched (Ren, 2015; He & Ren, 2019), which in turn has the potential to determine the success or failure of human interaction (García-Gómez, 2022; Yang, 2022). However, to our knowledge, little research has investigated the relationship between online informal learning of English (OILE) and English learning PA. As an important subfield of interest in technology-assisted language learning (Sockett, 2014), OILE refers to a flexible language learning process, featuring self-control, self-direction, and independent forms (Meyers et al., 2013), which differs from traditional learning because it does not take place through formal classroom instruction (Toffoli, 2020). Recent research has shown that out-of-classroom English learning with technology plays a crucial role in students' second language learning (Lai et al., 2015). However, there has been far less research on OILE than on classroom English instruction with technology (Lamb & Arisandy, 2020). Therefore, this study intends to address the role of OILE in predicting Chinese college English learners' PA. 321 Chinese college English learners were surveyed through a questionnaire method. Then, structural equation modelling (SEM) was used to analyse the data. The results are: 1) among the three factors of OILE, entertainment-and information-oriented technological experience (EITE) positively predicts college students' English PA, 2) whereas the other two factors of OILE, that is, social-oriented technological experience and instruction-oriented technological experience, negatively predict PA. Result 1 indicates that learners' online English learning for authentic material, daily life purposes or information, etc, contributes to pragmatic awareness based on their authenticity to the real-life English usage.

Regarding result 2, the negative effect of ITE may be due to the stereotypes of having to speak

correctly, fluently, and accurately in traditional language classrooms. Students who study online for formal instructions tend to focus excessively on the correctness of grammatical expressions at the expense of idiomacity of language usage. Therefore, they probably have difficulties in recognising pragmatically appropriate but grammatically infelicitous. They may even fall into language learning anxiety, which brings negative effects (Coryell & Clark, 2009) for their pragmatic learning. Similarly, STE may also cause negative feelings among language learners, as was described in the research of Lai et al. (2018); students with STE often feel uneasy and hesitant in online interactions when using English. Particularly, the lack of authenticity of real-life communication makes them feel bored. Based on these findings, implications for PA instruction in the tertiary context are discussed.

Colombel-Teuira Claire

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Languages in Transit - CLIL as a Journey of Pedagogical Reconfiguration: Exploring Language's Role in Schooling within Multilingual Contexts

Numerous assessments of the academic performance of French pupils point to what are commonly referred to as “gaps” or “difficulties” in their mastery of foreign languages. In response to institutional expectations, school curricula introduce pupils, starting in kindergarten and elementary school, to foreign languages in 3 main ways:

- a) language and culture awareness, aimed more at fostering “living together” (vivre ensemble) and the developing metalinguistic skills in French (Auger, 2020);
- b) foreign language teaching, focused on developing of mainly oral skills, guided by CEFR descriptors;
- c) content and language integrated learning (CLIL), where the foreign language is used as a medium of instruction and becomes a school language in its own right. In these schemes, the objectives are twofold, both oriented towards the acquisition/development of foreign language skills and towards the cognitive challenges of language use in the classroom (Billiez, 2011; Coste, 2013; Behra & Macaire, 2019)

This presentation will focus on the implementation of the third approach.

Corpus and methodology:

The reflections proposed here stem from the analysis of data collected in kindergarten and primary classrooms in the Centre Val de Loire region. The project from which the data is drawn examines the relationship between norms and language use in educational settings and explores the implementation of bi/multilingual instruction through the CLIL approach.

The project combined ethnomethodological inquiry and action-research(-training) (Colombel-Teuira, Fillol & Bousquet, 2020), and involved the production of:

- video recordings of classroom sessions,
- audio recordings of the same sessions,
- semi-directive interviews with teachers and pupils
- reflective interviews with teachers
- and notes and summaries of institutional training sessions.

Presentation outline:

The school administration (Rectorat) of the Centre Val de Loire region is promoting the deployment of CLIL programs across the 6 départements (administrative areas). Implementing subject-based teaching in a foreign language—one that often has no social presence outside the classroom for pupils—raises significant questions about both foreign language instruction and schooling within the framework of inclusive education (especially if we consider that many pupils have more than one language in their repertoire).

How do CLIL programs challenge the professional practices (Bucheton et al., 2004) and, more deeply, the professional identity of primary school teachers?

The first part of the presentation will explore how teachers involved in the project address this tension between language and disciplinary content, and how they position themselves in response. A key issue is how they define their instructional objectives when planning CLIL sessions.

The second part of this paper will focus on didactic strategies implemented during CLIL sessions, particularly the reactivation or reconfiguration of scaffolding strategies. This analysis will allow us to consider scaffolding and “unscaffolding” strategies that foster student autonomy (Bucheton, 2019; Miguel-Addisu, 2020; Auger, 2020).

Finally, the concluding section will synthesize the findings to offer a reformulation of the school-based function of language, as informed by observed classroom practices.

Dauksaite-Kolpakiene Aurelija

Vytautas Magnus University, Lithuania

**Lithuanian University Students’ Perceptions of Translanguaging Employed
In Their Efl Classroom**

Relying on the framework of pedagogical translanguaging, including using at least several languages, this study intends to answer the following research question: What are Lithuanian university students’ views on translanguaging? Lithuanian university students studying English as

a foreign language (EFL) participated in the study by filling out an anonymous online questionnaire on their translanguaging experiences in the EFL classroom. The received data were analysed employing quantitative and qualitative methods. The results show that Lithuanian EFL students believe translanguaging is beneficial, helps them understand others (e.g. their EFL teachers) and be understood, express their emotions, and allows them to learn English vocabulary and grammar more effectively. Still, their translanguaging experience is limited to the use of their native language.

Deia Ganayim

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Multilingualism and handwritten signature: the case of Palestinian Arab higher education students Israel

People tend to craft a signature that is clearly distinguishable from others' signatures and thus difficult to forge. This highlights the vital meaning associated with signing one's name on a document and, thus, supports the premise of a strong relationship between signatures and identity. We hypothesise that signing one's name in one's mother tongue reflects one's identification with one's social group. In this research, we examined the relationship between the vitality of language and identity as reflected in the language in which Palestinian Arab students of higher education in Israel sign their own handwritten signatures. In the reality of the Palestinian-Israeli conflict, there are intense pressures towards 'Hebraization' among Palestinians. This further burdens them, as Hebrew is the dominant language in the public sphere of Israel. Do Palestinian Arabs sign in Arabic, their mother tongue and native first language (L1), but still the language of a minority for Palestinian Arabs in Israel? In Hebrew, their second language (L2), but the language of the dominant majority in Israel and the language of most official documents, if not all? In English, is it the third language (L3) for those in Israel? Or in a symbolic logographic manner? In the current study, we have asked 843 Palestinian multilingual Arab students of higher education in northern, central, and southern Israel to sign their handwritten signatures. Their signatures were classified based on the signature language into Arabic, Hebrew, English and Symbolic-Logographic (complex to be classified into a specific language). As in Figure 1 about 81% of the signatures were not in Arabic the native first language. The findings were unpredictable and may trigger further investigation of multilingualism and majority/minority language interplay.

Faustino Ana Rita

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**Perceptions of Scaffolded and Unscaffolded Corrective Feedback in the
Portuguese EFL Context**

Corrective Feedback (CF), “responses to learner utterances containing an error” (Ellis, 2006:28), is an everyday practice for language teachers. Research has shown strong support for the effectiveness of CF in foreign language learning (Lyster, Saito & Sato, 2013; Pawlak, 2014), and it has established itself as a key component in form-focused instruction.

Beliefs about CF refer to the opinions and attitudes learners and teachers hold about how useful CF can be and how it can be implemented in the classroom, and have been recognized as a relevant factor in the learning process in terms of learner motivation and learner achievement (e.g. Dörnyei, 2005; Tanaka, 2004). Several studies have concluded that learners wish to be corrected more often than teachers deem adequate (e.g. Brown, 2009; Schulz, 2001). On the other hand, many teachers fear they may inhibit the student or hinder communication and, therefore, opt for not correcting all mistakes (e.g. Lasagabaster & Sierra, 2005), for using delayed correction (e.g. Tomczyk, 2013) or implicit CF-strategies such as recasts (e.g. Bell, 2005).

The present study investigates English as a Foreign Language (EFL) learners and teachers’ beliefs about oral CF. There are various reasons why this research is important. Firstly, the success of CF may be mediated by preferences and expectations about its frequency, timing, strategy, and delivering agent, as well as the specific errors being addressed. Secondly, examining the beliefs of both learners and teachers enables us to identify potential mismatches that may significantly affect students’ motivation to learn the language. Finally, understanding these beliefs provides essential insights into whether students’ and teachers’ perceptions align with research outcomes regarding the effectiveness of CF.

166 9th-grade EFL learners studying in a Portuguese state school and their five teachers participated in this study. A belief Likert-scale questionnaire, including an open-ended field, was administered to explore learners’ and teachers’ CF beliefs. The questionnaire items were organized into five categories: necessity and frequency of error correction, timing of error correction, types of errors and their correction, effectiveness of CF strategies and delivering agent. Special attention is given to how teachers and learners perceive scaffolded feedback, such as prompts, versus more direct, unscaffolded corrections, such as recasts and explicit corrections.

The results revealed that learners and teachers believe in the importance of CF. While learners preferred immediate CF, their teachers preferred correcting after the learner's turn. Both groups believe that errors interfering with communication, as well as grammar and vocabulary errors, should most often be corrected. Learners perceive explicit corrections and recasts as the most effective strategies, whereas teachers favor recasts and prompts. Learners regard the teacher as the main delivering agent of CF, followed by self-correction. In contrast, teachers promote self-correction, provide CF themselves, and resort to peer feedback. Results will be presented and discussed in this session to contribute to the debate about the background factors that may predict learners' beliefs about CF, shared preferences and expectations across the different contexts where the topic has been investigated, the impact of learners' beliefs as a mediating factor in CF provision, and to reflect on the implications of research findings for teaching practices.

Gochitashvili Ketevan, Gitolendia Tamar

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Public Spaces Signs as Authentic Materials in the Process of Learning a Second Language

Business and Technology University

The purpose of this study is to examine the role of public space signs in the process of learning Georgian as a second language and propose techniques and methods for practitioners to utilise these materials effectively. The presentation outlines the objectives of incorporating signs. It suggests corresponding activities and a lesson plan that serves as a guideline for second language teachers on integrating such materials into the instructional process.

Contemporary language teaching approaches emphasise the importance of providing learners with authentic materials alongside traditional textbooks to determine the topic's relevance. This report discusses how this method can be integrated into the educational process in a simple and accessible manner.

Qualitative research methods were employed in this study, specifically desk research and classroom observation.

Numerous scientific and pedagogical literature studies highlight the effectiveness of authentic materials in second language learning. For instance, Gilmore (2007), in his work, *Authentic Materials and Authenticity in Foreign Language Learning*, emphasises that including authentic materials fosters the development of cognitive, social, and cultural competencies. He argues that real language exposure through authentic texts prepares learners more effectively for real-world communication. Furthermore, research has shown that integrating authentic materials significantly boosts learners'

motivation, especially when the materials are engaging and suitable for the learners' proficiency level. Authentic materials help students understand and use real language, creating a more natural and immersive learning environment. This approach aligns with communicative language teaching methods, which focus on using real language for meaningful communication (Nunan, 1988, 1999). The literature has especially focused on using signs in the second language learning process. Notable research by Cenoz and Gorter (2008) highlights the significant role that shop signs play in language acquisition. They argue that signs implicitly help learners acquire new vocabulary and expressions by exposing them to real-life contexts, enhancing their understanding of the language in its natural environment.

It is important to note that signs constitute authentic lexical material, which introduces learners to everyday language in authentic contexts, thereby emphasising their practical utility. Moreover, such materials contain cultural information that aids learners in enhancing their cultural competence. A key aspect is the expansion of lexical resources (including informal vocabulary), such as words and expressions like "Open/Closed," "Discount," as well as names of products and services.

The presentation proposes activities such as error detection, where the teacher presents a sign with a mistake and asks learners to identify the error. Another engaging activity involves learners working in teams to create names and signs for a store, restaurant, café, or confectionery in the target language. Additionally, learners are given signs such as "No Entry," "Open 24/7," etc., and asked to deduce their meanings, participate in small group discussions, and present whether they encounter similar signs in their countries.

Regarding the lesson plan, the 45-minute session is divided into the following stages: warm-up, vocabulary work, comprehension practice, creative work, presentation, and feedback.

Assessment criteria include participation in discussions and activities, correct use of the learned vocabulary in assignments, creativity and clarity of signs created by the learners, and the ability to reproduce the signs orally or in writing.

Grande Salvador, Granados-Serrano María

University of Granada (Spain)

Effects of Multimodal vs Written Input in L2 English Irony

Interpretation Jaime

Interpreting verbal irony in a second language requires sensitivity to both sociocultural and pragmatic aspects of communication (Wilson & Sperber, 2012). Previous research has proposed that multimodal input, particularly audiovisual material, supports comprehension through the availability of

paralinguistic cues (Yus, 2000). However, recent empirical findings have challenged this assumption, with some studies reporting minimal differences in interpretation between multimodal stimuli and their verbal transcriptions (Shively et al., 2008). To clarify these inconsistencies, the present study investigates the differences in interpretation between verbal and multimodal stimuli among advanced L1 Spanish learners of English as a foreign language.

The study implements a within-subjects design with ten stimuli extracted from two sitcoms containing verbal irony, following Wilson & Sperber's (2012) irony identification criteria. These stimuli were presented in two formats: audiovisual clips and their corresponding written transcripts. The selected participants completed a multiple-choice task developed in OpenSesame (Mathôt et al., 2012), based on Taguchi (2008), which measured both accuracy and reaction times. To account for individual variation, complementary data were collected via the Oxford Quick Placement Test (Oxford University Press, 2003) and a modified Language History Questionnaire (Li et al., 2006) to control other relevant linguistic variables, such as language proficiency and exposure to the genre of sitcoms. Preliminary findings indicate similar levels of accuracy in interpretation and reaction time across the two modes. These results indicate that advanced L2 learners can effectively interpret verbal irony through linguistic cues alone, even without multimodal cues. This challenges the assumption that multimodal input is essential for pragmatic comprehension. From a pedagogical perspective, the results underscore the importance of written input as an accessible resource in the EFL classroom for developing sociopragmatic competencies, especially in resource-limited learning environments.

Hua Congchao

City University of Macau, China

An investigation of the features of peer and self-feedback on L2 pronunciation

This study investigated the quantity (i.e., number of characters) and quality (i.e., specificity, accuracy, mode, and keywords) of learner feedback on second-language (L2) pronunciation. Peer and self-feedback from 179 Chinese undergraduate-level English learners were analysed and compared. Statistical and content analyses revealed that the quantity of feedback did not differ by feedback type (peer vs. self) or pronunciation feature (vowels, consonants, rhythm and linking, and stress), but marginally by English proficiency. The quality of feedback varied significantly on these dimensions. Specifically, peer and self-feedback were low in specificity and accuracy, feedback on vowels was the least specific and accurate, and English proficiency affected specificity but not accuracy. In addition, both peer and self-feedback contained unbalanced positive and negative comments. These findings highlight the need to improve learner feedback quality, probably through

systematic, long-term training.

Izzaamouine Nadya

University of Bonn, Germany

Teaching and Learning Interculturality in the Context of Multilingual Higher Education

Modern communication increases interaction through new technologies, which, in turn, urges learners to communicate and work with geographically distant and linguistically and culturally different people. Priority is given to the educational system to prepare learners for the 21st century intercultural encounters and global interdependence (Chung & Ting-Toomey, 2012:5). Linguistics, in general, and some of its ramifications, in particular, such as sociolinguistics and intercultural pragmatics, have highlighted the intertwined relationship between language and culture (Risager, 2007:2) and thus in second languages (L2) learning and teaching, languages will be used in multilingual scenarios across cultural groupings (Baker, 2022:19). However, while research studies (Byram 1997; Ting-Toomey 2012; Deardorff 2009; Baker & Ishikawa 2021) suggest improving intercultural communication competence (ICC) in TEFL (teaching English as a foreign language), the contrast between German and Moroccan contexts has not been the focus of many studies so far.

To investigate these contexts, my empirical research aims to assess teaching and learning intercultural communication at the tertiary level in Morocco and Germany. It also identifies the current challenges in teaching ICC and potential solutions as it assesses the impact of taking an intercultural communication (IC) course.

Several procedures are implemented to collect, analyse, and interpret data to execute this project. Since my study aims to explore and understand groups' behaviours and attitudes towards specific social situations, online and in-person questionnaires based on discourse completion tasks (DCTs) and interviews were used to collect quantitative and qualitative data from English as a foreign language (EFL) teachers and learners from Moroccan and German universities. SPSS 22 was used to analyse data, and the results will be introduced in tables and graphs.

It is hypothesized that teaching IC might be challenging and should require specific conditions. Results showed that IC teachers face various problems. My contribution will share some of the results, implications and solutions. The main focus will be on stressing the importance of integrating

intercultural communication into our teaching approaches.

Jiayi Lian, Chunyi Yan

The School of Humanities and Social Sciences, Xi'an Polytechnic University, China

**The Impact of Enjoyment on L2 Writing Performance:
the Mediating Effect of Embodied Experience**

Grounded in Fredrickson's (2001) broaden-and-build theory and contemporary accounts of embodied cognition, this study theorizes and empirically tests a mechanism through which enjoyment enhances second language (L2) writing performance: embodied experience as a mediating, affective–cognitive pathway. Motivated by persistent pedagogical challenges in L2 writing under China's national strategy for linguistic informatization—specifically writing anxiety, cognitive overload, and limited engagement—the research adopts a multiphase experimental approach with a sample of sixty-five Chinese EFL learners randomly assigned to enjoyment-induction or control conditions. The overall design integrates affect manipulation, behavioral observation, and a mixed factorial mediation test, allowing theoretical claims about affect–embodiment interactions to be evaluated within rigorous experimental constraints.

(1) Study 1 experimentally manipulated emotional state using carefully curated video stimuli to induce enjoyment and demonstrated that induced enjoyment reliably predicted higher L2 writing scores relative to the control condition. This phase established the causal link between a positive affective state and L2 writing performance, providing the first step for tracing downstream cognitive and embodied processes.

(2) Study 2 probed the impact of enjoyment on learners' embodied experience during unconstrained, free-movement activities. Results from this phase showed that enjoyment substantially amplified markers of embodied engagement, thereby empirically connecting an affective state to richer sensorimotor and experiential processing during language tasks. This finding articulates the cognitive plausibility of an affect-driven enhancement of embodied experience that could support complex, generative language production.

(3) Study 3 implemented a 2 (enjoyment: induced vs. control) \times 2 (embodiment: free vs. restricted) mixed-design, following the manipulation-of-mediation-as-a-moderator design advanced in Ge (2023), to test whether embodied experience mediates the relationship between enjoyment and

writing performance. Manipulation checks and interaction analyses supported the hypothesized mediation: embodied experience accounted for a significant portion of the effect of enjoyment on L2 writing performance, confirming the proposed affective–cognitive pathway.

Collectively, these studies bridge affective and cognitive perspectives in second language acquisition by identifying embodied experience as a theoretically grounded mediator. Pedagogically, the results advocate for integrating emotionally primed, embodied tasks in L2 writing instruction to alleviate anxiety and distribute cognitive load, aligning with broader goals of linguistic informatization.

Jiang Xiangling

University of Palermo, Italy

An Exploratory Case Study of CAPT for Chinese Tones Improvement

Pronunciation plays a vital role in any language learning process, showing an individual's ability to acquire language and communicate. Tones are one of the crucial aspects of acquiring pronunciation, particularly in Chinese, as foreign language learning can differentiate meaning poses, while developing them is a major challenge. Even though numerous digital tools exist for L2 pronunciation training, few provide empirical and objective evidence of learners' actual improvement. To fill this gap, in this exploratory case study, the learner did a two-month self-directed learning of Chinese tones with the video of a specifically designed dataset and Pinyin Jump, an interactive pronunciation training tool incorporating an automatic speech recognition system (ASR). The researcher provided the video with sentences of the dataset and pre-recorded pronunciation; the learner completes the perception, recognition, and enunciation by himself. In the pretest, the learner had done the same speech twice as it is a speech he prepared for a worldwide Chinese competition which he signed up for two years. Each year, he would practice the speech under the instruction of a native Chinese teacher for at least one month before the competition. The pre-test recording was taken after the second-year competition. Statistics show a significant improvement in the post-test based on the analysis of voice recognition with Xunfeitingjian, an ASR system specific to the Chinese language. Findings of this study provided pedagogical and practical implications to the field, covering the topic of tone in Chinese language learning and recommending the use of Pinyin Jump to enhance learners' ability to pronounce the language natively.

Kajaia Manana

Georgian Technical University, Georgia

Speaking with Writing and Mental Concentration

A very well-known method for language learners is dictation. During dictation, problems reveal the level of understanding of listening, comprehension, phonemic structure of the language, and orthography.

The article discusses different types of dictation for engagement: phonemic, textual, orthographic, traditional, omitted, free and creative, shorthand, and other dictations.

The material selected for dictation should correspond to the level of knowledge of the learners, in accordance with their language competence. According to the advice of specialists, a useful source of material selection is a textbook, which contains foreign and amusing texts.

The selected material should include language aspects they have already worked on (grammar, vocabulary, orthography, punctuation). Learners should be explained unfamiliar words, abbreviations, proper names, etc.

Self-esteem is of great importance for learners. They develop their own attitude towards mistakes. Recognising and correcting mistakes is necessary for language learners' progress. With self-esteem, they feel more obliged and try to be as objective as possible.

The most common way of self-assessment is to compare the language being studied with the correct answers. Through this comparison, students discover their mistakes and then analyse why they made them, what they lacked in knowledge, and what they failed to consider. Perhaps they could not focus on the issue or chose the wrong approach.

Tasks of writing types are discussed, including the composition of sentences and text. The text should be studied from the literary material of the language as a sample of the standard language and taken from a contemporary source. An impressive text increases the learner's motivation. Creative and selective dictations are common nowadays. This article discusses their importance and usage in practice.

Khocholava-Machavariani Nana

Ivane Javakhishvili Tbilisi State University, Georgia

**Georgian Folk Children's Games in the Context
of Second Language Acquisition**

The paper discusses how Georgian folk children's games can serve as an effective means of second language learning. The integration of folklore and ethnographic elements — oral tradition, music, and movement — into the educational process creates an emotionally engaging and culturally rich environment that enhances communicative activity and learner motivation. Based on specific

examples of Georgian folk games (“Rain Is Coming — Take Shelter!”, “Doqlapia,” and “My Godmother”), the study examines strategies for teaching vocabulary and their didactic potential. The findings indicate that incorporating folk games into the process of second language education not only improves learning effectiveness but also contributes to the development of intercultural awareness and the promotion of Georgia’s intangible cultural heritage.

Kighuradze Tinatin

Ilia State University, Georgia

Sharashenidze Nino

Ivane Javakhishvili Tbilisi State University, Georgia

Semantics of Ergative Construction in Aorist and it's Didactics in Georgian as a Second/Foreign Language

Georgian, as a typologically rare language with ergative construction, poses major challenges for learners of Georgian as a second or foreign language, since no analogous system exists in Indo-European languages and its semantics are unfamiliar to them. The phenomenon of so-called “split ergativity” emerges in the aorist (second) series, where the subject (Agent) in transitive and medioactive verbs are marked differently compared to other series. This phenomenon is semantically conditioned: the ergative construction appears only when (a) the verb denotes an active Agent, (b) the action is completed, and (c) the action has a result upon an object.

From a didactic perspective, learners acquire this phenomenon more effectively when instruction is based on semantic analysis and principles of self-discovery rather than mechanical memorization. Through observation of authentic examples, learners proceed step by step: (1) identifying semantic criteria through visualization, and (2) establishing rules of morphological formation via a three-stage process: identification, grouping, and rule formulation.

In Georgian, prototypical models are taught with transitive verbs, while the elliptical model applies to medioactive verbs (e.g., *imghera simghera* “s/he sang a song,” *it'amasha tamashi* “s/he played a game”), where the omitted object is recoverable in interpretation. Thus, learners internalize medioactive constructions by extending the familiar prototypical rule through the principle of layering. This approach presents ergativity not as a random anomaly but as a semantically motivated and logically structured system, which makes it comprehensible and more accessible for learners.

Kilickaya Ferit

Middle East Technical University, Turkey

Learner Outcomes and Perceptions in Response to AI-Synthesized Voices in Listening Tasks

Listening is widely recognized as a foundational skill in second language acquisition. With the rise of AI technologies, especially AI-generated voices, new opportunities have emerged for language assessment. This study investigates whether synthetic voices used in EFL listening tests affect learner performance and perceptions and employed a quasi-experimental design with a control and an experimental group, addressing the impracticality of full randomization in educational settings. The control group completed TOEFL iBT listening tasks using authentic native-speaker recordings, while the experimental group engaged with identical tasks rendered through AI-generated voices via a neural text-to-speech platform (ElevenLabs). Both pre- and post-tests, modeled on the TOEFL iBT Listening section, incorporated authentic academic lectures and campus conversations with varied native English accents to ensure content validity and ecological relevance. The design controlled for test difficulty and content fidelity, isolating voice type as the primary independent variable.

Additionally, qualitative data were collected through semi-structured interviews with the experimental group to explore perceptions of naturalness, speed, intelligibility, and clarity of AI voices, enriching the quantitative findings and offering nuanced insights into learner experience. The quantitative analysis revealed no statistically significant difference in post-test listening comprehension scores between the control group exposed to authentic native-speaker recordings and the experimental group who listened to AI-generated voices, $t(21) = 0.550$, $p = .588$. This finding indicates that AI-generated voices can serve as credible alternatives to human voices in EFL listening assessments without negatively impacting learner performance. The small effect size (Cohen's $d = 0.230$) further supports the negligible practical difference between groups. Such results are encouraging for language assessment, demonstrating that AI voices neither bias nor disadvantage learners. However, they diverge from research suggesting AI voices improve comprehension or learner confidence. These inconsistencies may be due to learner proficiency, TTS technological sophistication, and task complexity. Participants' perceptions of AI-generated voices were predominantly positive. Most learners praised the synthetic speech's clarity, intelligibility, and appropriate speech rate, with comments highlighting the absence of background noise and well-articulated pronunciation. However, naturalness received more mixed feedback; while many found the voices realistic, some noted a lack of emotional prosody, echoing previous findings.

Kurbanova Govher

Shenzhen University, China

An Experimental Study on the Effects of Audio Assistance in Vocabulary Learning: The role of Different Word Classes

This study examines the efficiency of audio-assisted vocabulary education among first-year Chinese university students, with special attention to the variation in results among different word classes (nouns, verbs, adjectives and adverbs). Two student groups were compared using a quasi-experimental crossover design: an experimental group that used audio aids and a control group that used traditional non-audio methods. Following the first stage, the techniques were switched between groups to account for learner variability and evaluate the effects of each strategy. Assessing language learning, retention, and application in contextual tasks was done by pretest-posttest evaluations.

Findings from Kamidi et al. (2025) showed that audio-lingual methods improved pronunciation and mastery of word stress, and the audio-aid group showed statistically significant improvements ($p < 0.05$) in recalling and using auditory-sensitive word classes (e.g., verbs with phonemic salience) according to Kamidi's research. On the other hand, traditional methods demonstrated slight benefits for visually salient words, supporting Chen's (2019) finding that multi-modal tools (like Augmented Reality systems) target word meaning differently than sound retention. Finally, these studies demonstrated that the effectiveness of the methods varied depending on the context: traditional methods helped analytical learners, while audio aids maintained gains for auditory learners. This supported the cognitive-style-dependent results shown in virtual reality vocabulary acquisition research.

The study emphasizes the educational benefits of adapting audio-based strategies to learner profiles and word-class characteristics. Because it emphasizes the dynamic interaction between modality and lexical categories, it builds on earlier research on multimedia vocabulary education (e.g., Ayana et al., 2024). To serve a range of learning demands, recommendations include incorporating hybrid techniques, which combine visual scaffolding for semantic mapping with auditory drills for phonemic reinforcement.

Kyuchuk (Hristo Kyuchukov) Huseyin

University of Silesia, Katowice, Poland

Roma Children Learn German As L2 Or L3

Berlin is a city with a high number of Bulgarian and Polish Roma (Gypsies). Roma children attend mixed schools in Berlin, where, together with German children, there are also migrant and refugee children. The Roma children from Poland are Christians who speak Polish and Romani at home, and

the children learn German at school as their L3. The Roma children from Bulgaria are Muslims, and they speak Turkish as their mother tongue and learn German as L2.

Research with 1st-grade Roma children from both countries is conducted. The study aims to identify the literacy problems of the Roma children from Bulgaria and Poland attending the schools in Berlin and learning German. The research question which I have answered with this study is the following: When Roma children become literate in their second or third language, it helps or creates an obstacle to their bilingualism/multilingualism.

The knowledge of the 37 children in German as their L2/L3 was tested with a test called LiSe-DaZ (Deutsch als Zweitsprache) (Schulz and Tracy, 2011). The results show that the Turkish-speaking Roma children, who are bilingual, are much better than the Polish Roma children, who are learning German as their third language. The two languages that Polish Roma children speak at home seem to reduce the speed of German language learning.¹

Makharoblidze Tamar

Ilia State University, Georgia

Noun Affixes in Georgian Sign Language (GESL)

Sign languages predominantly exhibit simultaneous or synchronic morphology, meaning that signs alter their phonological features to indicate grammatical categories. However, Georgian sign language (GESL) can be described as a language with mixed morphology, employing both sequential and simultaneous methods. The presented paper outlines the derivational and flexional affixes of GESL nouns and offers recommendations for teaching nouns at deaf schools in Georgia.

Makhatadze Marine

Ivane Javakhishvili Tbilisi State University

Promoting Engagement in a Research-Rich Curriculum (On the Example of Enquiry-Based Tasks in Lexicography)

Thinking carefully about the impact of research on teaching is a topic of international interest. The paper's main aim is to explore the complexity of the linkage between research and education in an institutional context, with particular reference to an example of a postgraduate program of English philology (Lexicography) at Ivane Javakhishvili Tbilisi State University. Lexicography provides an intriguing test ground for examining the connections between research and teaching because of its

position at the intersection between theory and practice (theoretical lexicography and the lexicographic practice).

It is suggested that undergraduate and postgraduate students are likely to benefit the most from research in terms of depth of learning and understanding when they are actively involved, particularly through various forms of inquiry-based learning (Sambell, Brown, Graham, 2017). From this perspective, teaching and learning in higher education are multifaceted processes, based on subtlety and artistry, as opposed to more functional definitions of teaching and learning, because it is not just a simple matter of knowledge transfer. Hodge et al. (2007) emphasize that engaging students with research can go further than traditional learning paradigms. Their model frames the “student as scholar” (Hodge et al. 2007), rather than simply a learner. At the level of course curriculum design, Healey (2005) noted that the research-teaching relationship can be developed along a spectrum which ranges across several different dimensions: 1. research-tutored (engaging in research discussions); 2. research-based (undertaking research and inquiry); 3. research-oriented (developing research and inquiry skills and techniques) and 4. research-led (learning about current research in the discipline). Accordingly, the curriculum of lexicography had been radically redesigned to focus on the research-teaching paradigm explicitly. Examples of inquiry-based learning activities in curricular design that benefit student learning through direct involvement in research are included in the paper. Lecturers draw upon a wide range of techniques to help make their courses inquiry-driven, student-centred and active, as in the following small-scale examples:

A. To support students in practising data-gathering techniques, under the course of Learner Lexicography, students were able to explain what is done in research into dictionary use and its significance in lexicography, choose an appropriate method for their scientific hypothesis and apply it, analyse scientific publications from the field, formulate problems in the field and solve them through discussion, and develop an individual usage study.

B. During the practical course of Georgian-English Lexicography, research tasks provide a compact and hands-on overview of basic tools, methods, and technologies in today’s digital lexicography (TITerm, Lexonomy, etc.). The focus is on the use of tools for the structured representation of lexicographic data as well as on technologies for data management, storage, and presentation.

As a result, it is similarly essential that university teachers endeavour to reflect upon and seek to enhance the research-teaching nexus because it is often seen as a vital contributory factor to students’ all-round development. They have important decisions to make on personal and professional levels. Hence, they need to become equipped with critical analysis skills, gather evidence, make judgments, and have the capacity to reflect on what they are doing and why.

Formulas of Space and Time in French and Azerbaijani Fairy Tales

French and Azerbaijani fairy tales were created based on past universal cultural heritage traditions. Over time, national nuances were added to these traditions, resulting in the formation of national fairy tales. Therefore, French and Azerbaijani fairy tale texts can be considered an ancient part of the global national landscape. In contrast, the phraseological units used in French and Azerbaijani fairy tale texts can be regarded as an ancient and relatively unchanging part of the global linguistic landscape.

In the texts of French and Azerbaijani fairy tales, there are numerous formulas of time and space, which are reflected both in the plot of the tales and in the description of similar archetypes. As in the fairy tales of many people around the world, French and Azerbaijani fairy tales are divided into three main parts: the beginning, the main part, and the end of the tale. French and Azerbaijani fairy tales begin with an introduction consisting of similar and different traditional fairy tale formulas. The primary purpose of opening formulas is to arouse the audience's interest in the story. For this purpose, various means are used in opening formulas. As a rule, these sentences provide readers and listeners with information about the time and place of the story and create curiosity and intrigue to capture their attention. In French and Azerbaijani fairy tales, introductory sentences indicate the place and time in which the tale takes place. In French and Azerbaijani fairy tales, there are two types of introductions: simple and complex.

Both languages compared have complex structured opening formulas. The rich semantics of these sentences and the stylistic devices used are of great interest. Medial formulas are used in the midst of the tale. In Azerbaijani tales, these formulas are used to increase the listener's interest further, while in French tales, they are used to test the listener's concentration. As a rule, French and Azerbaijani fairy tales end with closing formulas. The introductory and closing formulas are repeated from tale to tale and gradually become part of the phraseological stock of the languages we study as phraseological units.

The primary objective of the research is a comparative-typological study and analysis of time and space formulas in French and Azerbaijani fairy tales.

Martynova Tatyana

University of Granada, Spain

Building Meaning in Two Languages: Challenges in Spanish-Russian Lexicography for Young Learners

The rise of Spanish as a foreign language in Russia has led to the proliferation of visual bilingual

resources aimed at early-stage learners, including stand-alone Spanish-Russian visual dictionaries and glossaries integrated into school textbooks. While such tools are designed to facilitate vocabulary acquisition through images and simplified definitions, they often contain inconsistencies and limitations that may hinder effective learning.

This study explores key lexicographic and pedagogical issues in these resources, including inaccurate or overly simplified phonetic transcriptions using Cyrillic script, mismatches between images and lexical items, and gender-stereotyped visual representations. Special attention is also paid to the lack of cultural adaptation and the underrepresentation of Latin American vocabulary.

This research combines lexicographic and didactic perspectives to highlight the need for more linguistically accurate, culturally responsive, and pedagogically effective materials to support bilingual vocabulary development in young learners.

Mikaberidze-Lartsuliani Shorena

Ilia State University, Georgia

**The Use of Artificial Intelligence in Teaching/Learning Georgian
as a Second Language**

In the context of the rapid development of contemporary digital technologies, artificial intelligence (AI) plays a significant role in education, particularly in language teaching and learning processes.

This presentation will explore the possibilities of using AI to instruct Georgian as a second language.

It is particularly interesting to examine how students and instructors use AI tools when teaching and learning Georgian as a second language.

The presentation will feature a small-scale study involving professors and students from the Georgian as a Second Language and Integration Program. Based on the analysis of this research, the role of AI tools will be highlighted in vocabulary enrichment, grammatical error correction, practical exercises, and idea generation. The study also encompasses the identification of potential risks associated with the use of artificial intelligence.

The presentation will provide specific recommendations for using AI in language learning.

Additionally, along with goal-oriented exercises, several AI tools will be introduced that make the Georgian language

M'hend Aatar

Université Ibn Zohr This, Morocco

Refusals in EFL: Gaining Insights into Learners' Mental Processes

Studies of speech act performance of Moroccan EFL learners abound in the literature. However, what is missing is an examination of the cognitive processes and perceptions underlying the realization of speech acts. This paper explores the mental processes and perceptions of 14 advanced EFL learners when making refusals in English. The data were collected through retrospective verbal reports immediately after an oral discourse completion task. Findings showed that these verbal reports helped gather relevant information about learners' thought processes with respect to: (a) cognition (attention to vocabulary, grammar, excuses, politeness, and sociopragmatic information), (b) the language of thought (planning and executing refusals mainly in English), and (c) perceptions of task difficulty (experiencing difficulties with refusals in situations where the variables of social distance, power, and ranking of imposition are perceived to be high). These results yielded a number of recommendations for further research on cognitive processes and perceptions in L2 pragmatics and practical suggestions to help educators and researchers develop learners' L2 pragmatic competence.

Miminoshvili Zviad

Ivane Javakhishvili Tbilisi State University, Georgia

Lateral thinking to develop writing skills

The article argues that Edward de Bono's *Six Thinking Hats*, when adapted to academic objectives and students' individual needs, strengthen functional writing skills and foster critical, analytical, and creative thinking. It proposes an innovative pedagogical approach to advancing the communicative functions of the Georgian language, particularly in the domains of reading and writing.

Cultivating writing competence, exceptionally functional writing, requires pedagogical strategies that transcend traditional linear methods and instead encourage multi-perspective, flexible, and creative modes of thought. This article contends that de Bono's method, adapted through personification and mnemonic models to the Georgian educational context, represents a novel and highly effective instrument for achieving these aims. By integrating factual, emotional, critical, positive, creative, and managerial modes of thinking into writing tasks, students gain greater clarity and logical coherence of expression and learn to approach problems in ways that mirror the cognitive dynamics of real-world contexts.

The study demonstrates that systematic use of these modes—through exercises such as mini-scripts, formal correspondence, presentation scenarios, advertising texts, and problem-solving reports—enables students to cultivate key competencies: stylistic flexibility across genres, dialogic writing,

argumentation and counterargumentation, creative integration, multi-perspective problem analysis, and an enhanced sensitivity to linguistic diversity. The personification of the hats with Georgian anthroponyms further strengthens student engagement and retention, transforming abstract cognitive categories into intuitive, relatable figures. This localised adaptation facilitates comprehension and encourages students to re-evaluate, refine, and expand their ideas continuously.

The findings confirm that students employing this lateral method show measurable improvements in their ability to adjust style and tone, construct balanced arguments, integrate innovative solutions, and articulate complex ideas coherently and precisely. Significantly, these achievements extend beyond technical proficiency: the method nurtures critical, analytical, and creative engagement with content, qualities essential for academic success and professional communication.

In conclusion, the article establishes that the systematic application of de Bono's *Six Thinking Hats*, creatively adapted for Georgian-language education at Ivane Javakhishvili Tbilisi State University, constitutes a pedagogical innovation. It equips students with advanced functional writing skills while simultaneously cultivating the complex thinking abilities necessary to meet the intellectual and communicative challenges of contemporary academic and professional life.

Moutalia-Abdelfatah Abidi Mohamed

Sultan Moulay Slimane University-Beni-Mellal

The Role of TikTok in Revitalizing Indigenous Languages among Youth

During the last decades, social media has shifted from communication and entertainment to a platform of cultural expression, language preservation, and identity formation. This study investigates how TikTok contributes to the revitalization of indigenous languages among youth. Using a qualitative research design, this study analyses digital content of a purposive sample of TikTok videos displaying indigenous language, selected through relevant hashtags and user engagement metrics. The study uses thematic analysis to examine how youth creatively incorporate indigenous languages through music, storytelling, humor, and educational content. The analysis also considers how linguistic authenticity, traditional aesthetics, and cultural pride are performed and negotiated within a platform designed for virality and entertainment. The findings reveal that this social media platform creates an alternative space for youth's language learning, cultural reaffirmation, and the construction of hybrid identities. To this end, this study contributes to understanding the effects social media platforms have on youths' indigenous languages in Morocco and how these platforms could play the role of formal institutional organizations in revitalizing these languages.

Nippi Amalia

National and Kapodistrian University of Athens, Greece,

Bilingual Education: Integrating Language and History through Unified Learning

Bilingual Education: Integrating Language and History through Unified Learning.

This presentation explores how unified learning approaches can be effectively applied in bilingual education, particularly through integrating language and history instruction. The key idea is that combining language acquisition with historical content learning within a multilingual educational context enhances linguistic proficiency and cultural-historical understanding. The research specifically investigates how unified language and history learning can be designed and implemented in bilingual classrooms to optimise student engagement and academic outcomes.

The theoretical framework draws on sociocultural theory and content-based language instruction, emphasizing the interdependence between language development and content mastery. Methodologically, the study uses a qualitative design involving classroom observations and analysis of student work within bilingual education settings where language and history are taught concurrently.

Main outcomes illustrate that unified learning facilitates deeper cognitive connections and identity awareness among students, fostering inclusivity and motivating language practice in authentic contexts. Practical implications suggest pedagogical strategies for educators to seamlessly blend language and history content, supporting multilingual learners in achieving integrated competencies.

Orkodashvili Mariam

Georgian-American University, Georgia

Abstractness and Neuroplasticity in Language Acquisition

The research studies the recognition of abstract nouns and figurative expressions as opposed to concrete nouns in monolingual, bilingual and multilingual individuals, and its effects on their cognitive capacities. The study discusses the development of higher brain plasticity in understanding, explaining, remembering and recognizing abstract concepts, metaphors and figurative expressions compared to the brain plasticity in the case of understanding concrete nouns.

The research attempts to answer the questions:

What are the main features that differentiate concrete concept comprehension from abstract

word/phrase comprehension?

Is the abstractness associated with higher executive control and, hence, higher brain plasticity?

It is assumed that transferring, explaining, and understanding an abstract concept across languages is more difficult than transferring, explaining, and understanding concrete concepts. Multilingual and bilingual individuals commonly encounter this challenging task of understanding and explaining abstract concepts (often so-called *untranslatables*) in different languages, which usually requires elaborate mental activity.

As a result of this systematic mental exercise, bilingual and multilingual individuals develop three important advantageous features of cognitive capacity as opposed to monolinguals: 1) quicker response time to understanding abstract concepts; 2) multitasking ability of understanding and reacting (or proacting) to simultaneous multiple tasks, such as simultaneous translation and interpretation; and 3) quicker context anticipation.

The EEG study so far has come to the following findings:

- a) bilinguals and multilinguals are 85-95 milliseconds quicker in recognizing and understanding non-literal meanings as opposed to monolinguals;
- b) multilinguals are 45-55 milliseconds quicker at understanding complex texts after being exposed to the metaphoric expressions than bilinguals;
- c) individuals who have been exposed to metaphoric expressions and texts report the ability to perform two tasks at a time, such as simultaneous translation in multiple languages, more often than those who have not been exposed to such non-literal expressions;
- d) in the process of reading a new text, the learners who have been exposed to metaphoric expressions, anticipate the subsequent words, actions or concepts from the context with 78 % precision, as compared to those who have not been exposed to such expressions and who reveal only 22 % precision of anticipation.

Purtseladze Valeria

Ivane Javakhishvili Tbilisi State University, Georgia

Manipulative Discourse Strategies in EFL Teaching: A Linguistic Perspective

This paper explores manipulative discourse strategies in English as a Foreign Language (EFL) classrooms, focusing on gaslighting, shaming, guilt-tripping, and triangulation practices. The analysis is based on Speech Act Theory (Austin, 1961; Searle, 1979), with special attention to explicit, covert and inclusive assertives (Purtseladze, 2024b), where speakers present ambiguous statements as facts to influence or control others. From a pragmatic perspective, the study shows how such strategies

systematically violate Grice's Cooperative Principle (Grice, 1975). All four conversational maxims — quantity, quality, relation, and manner — are disregarded, leading to misleading, confusing, or emotionally coercive communication.

The research relies on data from a focus group of 100 students from the Faculty of Humanities at Tbilisi State University. The study was conducted anonymously to encourage honest responses about the experiences of manipulation in the classroom. The students' accounts reveal that manipulative discourse in EFL settings affects academic progress. For example, gaslighting was found to weaken learners' trust in their own abilities, while shaming and guilt-tripping reduced their willingness to participate in class. Triangulation created divisions between students, disrupting cooperation and mutual support.

The paper argues that raising awareness of manipulative discourse can help teachers and institutions enhance fair and respectful communication. It also highlights the importance of exploring manipulation from a linguistic perspective, as this approach provides tools for identifying hidden strategies of psychological influence.

Qing Zhuang

Shanghai University of TCM, China

TBLT Based on Cultural Relic Inquiry from a Constructivist Perspective

- A Comprehensive Practice of Chinese Academic Writing and Cultural Cognition with Famous Painting "Along the River During the Qingming Festival" as a Medium

This research is guided by constructivist theory, integrating cultural relics teaching, inquiry-based learning and task-based teaching. It takes Zhang Zeduan's famous painting "Along the River During the Qingming Festival" from the Northern Song Dynasty as the cultural cognition carrier, integrates different teaching materials and resources, provides more prosperous and more diverse learning content and inquiry-based learning experiences, and designs a four-stage task chain of "observation → analysis→ narrative → thesis", to enhance the academic writing proficiency of Chinese heritage students in Chinese language and their understanding of Chinese culture.

In the advanced Chinese course "A Thousand Years at a Glance - China in Famous Paintings" unit, we chose Zhang Zeduan's painting *Along the River During the Qingming Festival* as the entry point and the clue running through the entire unit's study. In this unit, students learned Chinese history and culture, and how to write essays on special topics through this famous painting by "seeing the big from the small". More specifically, to train the ability of detailed description through close reading of cultural relics and enhance the accuracy of decoding cultural symbols. To cultivate dialectical

thinking through the task of contradiction analysis, and improve the ability of discourse expression and the logic of argumentation. To deepen the ability of situational expression through historical micro-narrative tasks and promote the integration of language output and historical cognition. To achieve a breakthrough in academic writing through writing a paper on a special topic, master the academic foundation of thesis extraction, mutual verification of historical materials, and conclusion derivation.

The results show that this model significantly enhances Chinese heritage students' academic writing proficiency (discourse logic and dialectics), deepens their understanding of Chinese culture, effectively overcomes the sore points in traditional teaching such as superficial cultural knowledge, insufficient writing interest, and lack of cross-cultural proficiency, and accumulates a more profound traditional cultural background for students' subsequent study of Traditional Chinese Medicine. Ultimately, it enables students to upgrade their abilities and qualities comprehensively.

Roman Benjamin

Belda-Medina Jose Ramon

University of Alicante, Spain

**Immersive Tension: The Impact of Augmented Reality
on Inferential Reading for Advanced EFL Learners**

This study investigates the effects of Augmented Reality (AR) on inferential reading comprehension among advanced English as a Foreign Language (EFL) learners. Framed by Dual Coding (Paivio, 1986) and Cognitive Load Theory (Sweller, 1988), the research explores how immersive digital scaffolds influence learners' ability to extract implicit meanings from literary texts. The central questions guiding the study were: (1) How does AR affect inferential comprehension compared to traditional instruction? and (2) what learner-reported experiences help explain those comprehension outcomes? Forty-seven university-level participants engaged with Edgar Allan Poe's 1843 short story, "The Tell-Tale Heart," in two formats: a conventional close-reading lesson (control) and an AR-enhanced experience featuring two multimodal scenes (experimental). While pre-test comprehension scores were slightly higher in the experimental group, post-test performance declined—most notably on a key inferential item linked to a dynamic AR feature (a ticking clock). Qualitative analysis suggests that the multimodal cue, though intended to scaffold symbolic interpretation, instead redirected cognitive resources toward literal associations, leading to interpretive misalignment. Learner reflections revealed deep emotional engagement and immersive scene construction, yet comparatively fewer references to metacognitive strategies. These findings highlight AR's potential for narrative immersion but also its limitations in tasks requiring inferential

precision. Implications are discussed for digital design, cognitive alignment, and the pedagogical role of interpretive disfluency in multilingual contexts.

Sharashenidze Nino

Ivane Javakhishvili Tbilisi State University, Georgia

Georgian Language Learning Dictionary (geofl.ge)

- Structure and Innovations

In general, vocabulary plays a crucial role in the process of language acquisition. The primary purpose of a learner's dictionary is to provide the language learner with all the information that facilitates language acquisition — systematically, purposefully, and according to their needs. Therefore, the importance of a learner's dictionary is exceptionally high, especially for a language like Georgian.

The Georgian language has many unique features that are not found in other languages. Its linguistic type determines the need for knowledge of certain issues for which learners may find it difficult to identify analogies in their native language. Thus, the dictionary must serve as an indispensable aid for them.

All these aspects have been taken into consideration in the creation of the dictionary, which is therefore designed according to the principle of addressing, as fully as possible, the challenges that language learners encounter during the acquisition process. The dictionary *Aghmarti* differs from traditional, previously existing dictionaries and includes a range of important, necessary, and useful information for learners of the Georgian language.

The presentation will discuss the principles and innovations featured in this learner's dictionary.

Soriano-Gonzalez Laura, Abad Bataller Sandra

University of Alicante, Spain

Reliability of GPT Models in Assessing EFL Writing

This research investigates the potential of Large Language Models (LLMs) as tools for self-directed assessment in English as a Foreign Language (EFL) written production, focusing on whether they can act as fair and consistent evaluators of argumentative essays. Grounded in applied linguistics and educational assessment, the study examines the integration of Educational AI (EdAI) into multilingual classrooms as a supplement to, rather than a replacement for, teacher feedback. Three research questions guide the study: whether GPT-4o and o3-mini provide consistent evaluations

compared to human raters; what levels of agreement exist between AI- and human-assigned grades; and how prompting strategies influence model performance. A quantitative experimental design was applied, using 105 essays from the ICNALE (Ishikawa, 2013, 2020) corpus. The models were tested with rubric-based zero-shot, few-shot, and emotional prompting strategies. Statistical analysis included Spearman correlation coefficients and Exact and Adjacent Agreement rates. Results indicate moderate to strong correlations between AI and human raters, though agreement levels remained low, with models compressing scores into narrower ranges than humans. Among prompting strategies, emotional strategies produced the highest consistency with human grading suggesting that prompt design significantly shapes model performance. While LLMs cannot yet be recommended for high-stakes summative assessment, their performance is comparable to human inter-rater agreement, highlighting their promise as tools for formative self-directed assessment. The findings contribute to the ongoing discussion of fairness, reliability, and pedagogical integration of AI in multilingual education.

Tigourdi Salah

French Didactics, Mohammed V University - Rabat, Morocco.

From Reading Notebook to Augmented Collaborative Reading Notebook: AI as a Catalyst for the subject-reader in French Classrooms

When literary text teachers in Moroccan high schools face obstacles to learner motivation and engagement, the contribution of artificial intelligence is proving to be a catalyst for the reader-subject (Langlade & Rouxel, 2004). This study aims to measure this contribution by examining the impact of integrating AI tools into teaching approaches, namely, the system designed by Ahr (2018) to bring out the reader-subject during the teaching-learning of literary texts, in light of the potential motivation of these systems. Therefore, our question would be:

Problem:

How can the integration of AI into the reading logbook system enhance its effectiveness in crystallising Moroccan high school students' motivation to learn literary texts?

Methodology:

Conducted over one academic year with three first-year baccalaureate classes (n=90), this action research, through a mixed-methods approach, adopts an experimental design integrating the use of AI tools (Google's AiStudio, Canva extensions augmented by AI) in the production of augmented

collaborative reading logs. Comprising motivation questionnaires (pre/post-test), explanatory interviews, and participant observations, the data collection protocol facilitates the accumulation of data analyzed according to an evaluation grid targeting the quality of collaborative interactions, the evolution of learners' intrinsic motivation, and the reader's engagement.

Expected results:

These should reveal a significant increase in student engagement (+40%), driven by a variety of hybrid modes of expression. The added challenge of enriched peer-to-peer interaction should lead to the emergence of a dynamic interpretive community fostering personalized appropriation of literary texts.

Todua Ana, Tchumburidze Rusudan

Ivane Javakhishvili State University, Georgia

**The Use of Multimedia and Didactic Games in Teaching Georgian
as the State Language to National Minorities**

Georgia is a multiethnic country where, alongside Georgians, Azerbaijanis, Armenians, Abkhazians, Russians, and other ethnic groups live. In this context, knowledge of the state language—Georgian (and Abkhazian in the territory of Abkhazia)—is a decisive factor for successful integration into educational, professional, and social spheres. However, in non-Georgian-language schools, particularly in regions densely populated by national minorities, the process of learning Georgian faces significant challenges that often persist into higher education, as evidenced among students enrolled in the “1+4” program.

Given Georgian’s unique grammatical structure, phonetics, and script, questions remain about the extent to which European language-teaching methodologies can be effectively applied. This paper argues that teaching Georgian as a foreign/second language requires an interdisciplinary approach integrating modern pedagogical strategies, technology, and cultural context.

Drawing on a pilot qualitative study, the paper analyses the challenges and opportunities in teaching and learning Georgian as a second or foreign language. Particular attention is given to the role of didactic and multimedia games in enhancing learners’ motivation, developing communicative skills, and creating an engaging learning environment. The study presents author-designed game-based applications, practical examples, and empirical findings that demonstrate how targeted learning activities can facilitate the acquisition of Georgian among minority learners.

Tomoshige Yuuki

Kobe Pharmaceutical University, Japan

**Critical Cultural Awareness through the “Hysterical Construction”
and the “Karen Meme” in ELT**

This study explores how integrating gendered discourse analysis into English language education can foster critical cultural awareness among Japanese learners. Focusing on two culturally embedded representations—the “hysterical woman” trope in Japanese discourse and the “Karen meme” in American English (e.g., Armstrong, 2021; Garcés-Conejos Blitvich, 2022)—the research examines how social ideologies and emotional expressions are linguistically encoded and interpreted across the two languages.

Following Kramsch and Hua’s (2020) notion of language as a social semiotic system, this paper employs qualitative data from 50 TikTok videos and relevant literature, analyzed via ATLAS.ti (Saldaña, 2021). The videos were selected from TikTok’s trending “For You” feed based on algorithmic visibility and thematic relevance, with 25 videos representing each discourse. Particular attention is given to how emotion—especially anger—is discursively constructed (Boiger et al., 2013): while American discourse often frames emotion as a form of individual expression and entitlement, Japanese discourse tends to emphasize emotional control and social harmony through shared affect.

Drawing on framing theory (Lakoff, 2004; Hart, 2014) and Idealized Cognitive Models (Lakoff, 1987), the analysis reveals how these discourses are molded by culturally embedded schemas and play a role in their reproduction. The findings suggest that incorporating such comparative discourse analysis into classroom activities—such as *cross-cultural emotional expression analysis* in which learners compare expressions of anger in Japanese and English—can foster cross-cultural reflection. Although the present study remains at the proposal stage, the findings are intended to inform future classroom activities and pedagogical practices to enhance critical cultural awareness in EFL contexts.

Wang Jing

Nanjing University of Aeronautics and Astronautics, China

The Effect of Flow-Promoting Tasks on Learner Engagement and Learning

Outcomes in EFL Classrooms

Drawing on Csikszentmihalyi's flow theory and principles of task-based language teaching, this quasi-experimental study assessed the effectiveness of flow-enhancing tasks on learner engagement and learning outcomes in an intermediate EFL classroom in China. Over four weeks, 76 university students were divided into an experimental group (using flow-enhancing tasks) and a control group (using traditional textbook activities). Quantitative data were collected through pre- and post-tests of language proficiency and the Flow State Scale administered after each task. Qualitative insights were obtained via classroom observations and semi-structured interviews. Results show that flow-enhancing tasks, characterised by clear goals, optimal challenge, immediate feedback, and authentic communicative contexts, improved flow experiences. Furthermore, higher flow states were positively linked with increased engagement and better learning outcomes. Thematic analysis revealed that students found flow-enhancing tasks more enjoyable and motivating, leading to deeper involvement. The study concludes with practical recommendations for EFL educators on designing and implementing flow-enhancing tasks to foster affective engagement and linguistic development.

Wang Zihao

Nanjing University of Finance & Economics Hongshan College, Nanjing, China

Zhong Shan

Xi'an Mingde Institute of Technology, Xi'an, China

The Impact of Perceived Teacher Support on Foreign Language Burnout: The Chain-Mediating Role of L2 Motivational Self-System and L2 Grit

Foreign language burnout is a psychological syndrome marked by negative emotions linked to demoralisation—mainly exhaustion, a cynical attitude towards foreign language learning, and reduced self-efficacy in language acquisition—caused by a gap between learners' expectations and their actual experiences with learning a foreign language. This **burnout is closely related to various learning challenges among high school students**. To explore the underlying mechanisms behind foreign language burnout, this study, based on social cognitive theory, specifically investigates how perceived teacher support, the L2 motivational self-system, and L2 grit influence burnout. A questionnaire survey was conducted among 378 high school students from four provinces in China, using the English Teacher Support Scale, Academic Self-Efficacy Scale, L2 Grit Scale, and Foreign Language Burnout Scale. The findings revealed that: (1) perceived teacher support, L2 motivational

self-system, L2 grit, and foreign language burnout were significantly correlated in pairs ($p < 0.01$); (2) perceived teacher support significantly and negatively predicted foreign language burnout ($\beta = -0.169$); (3) the L2 motivational self-system and L2 grit served as chain mediators between perceived teacher support and burnout. This study highlights the factors and mechanisms underlying high school students' foreign language burnout, offering insights into strategies to reduce burnout and improve their foreign language learning experience.

Wang Peirou (Shanghai Normal University, China)

Peirou Wang

Shanghai Normal University, China

Modeling the Associations between Teacher Support, Teacher Confirmation and Academic Engagement: The Mediating Role of Foreign Language Peace of Mind and Foreign Language Anxiety

Teacher behavior is attracting growing attention in educational and learner psychology research. There is evidence that teacher behaviors such as teacher support and teacher confirmation are key factors in enhancing academic engagement (Wang & Kruk, 2024). Their fundamental role in shaping student academic engagement has also been well documented. However, the mediating role of positive emotions (such as Foreign Language Peace of Mind) and negative emotions (such as Foreign Language Anxiety) in the specific mechanism between teacher behaviors and academic engagement remains underexplored in the EFL context. While foreign language emotions, positive or negative, have been extensively studied, the relationship between FLPoM and FLA has received scant attention. To fill these gaps, the present study adopted a quantitative approach to examine the complex relationships between perceived teacher support, perceived teacher confirmation, FLPoM, FLA and academic engagement. The research questions of this study are: (1) What are the relationships between teacher support, teacher confirmation, and academic engagement? (2) Do FLPoM and FLA mediate the relationship between teacher support, teacher confirmation, and student academic engagement? (3) Are FLPoM and FLA positively or negatively related? The participants ($N = 514$) were Chinese EFL learners, and the hypothesized mediation model was analyzed via R Studio. The findings of structural equation modeling (SEM) indicated that a) perceived teacher support and perceived teacher confirmation have a positive direct effect on FLPoM and a negative direct influence on FLA, b) FLPoM has a positive direct effect on academic engagement and FLA has a negative direct effect on academic engagement, c) FLPoM and FLA mediate the relationship between perceived teacher support, perceived teacher confirmation and academic engagement, d) FLPoM and

FLA are negatively related. The findings can be interpreted through the lens of Conservation of Resources (COR) theory (Hobfoll, 1989). Teacher support and confirmation provide essential external resources, which promote peace of mind (resource gain) and reduce anxiety (resource loss). Peace of mind broadens learners' psychological capacities and strengthen resilience, thereby enhancing engagement. Anxiety depletes attention and self-confidence, leading to diminished engagement. Engagement represents the active investment of resources to realize academic improvement. These processes show how teacher behaviors initiate resource-preserving and resource-building mechanisms that jointly shape learners' affective experiences and academic engagement.

Xie Xingxing

School of Automation, Northwestern Polytechnical University, Xi'an, China

Fostering Grammatical Concept Development through Concept-Based Language

Instruction: A Mixed-Methods Study in a Chinese EFL Classroom

This presentation introduces a mixed-method case study exploring the effects of concept-based language instruction (C-BLI) on English as a Foreign Language (EFL) learners' conceptual understanding of grammar. The focus is on learning non-finite verbs, specifically gerunds and present participles, within the context of English descriptive writing instruction. The research involved a five-week quasi-experimental intervention conducted at a high school in southeastern China. Twenty-first-year EFL students participated and were assigned to either an experimental group ($n = 10$), which received C-BLI, or a control group ($n = 10$), which was taught using the traditional presentation-practice-production (PPP) approach. Descriptive writing samples were collected during pre- and post-intervention sessions.

Additionally, four students from the experimental group participated in voluntary one-on-one online interviews after the intervention. Quantitative analysis demonstrated that the experimental group outperformed the control group in grammatical accuracy and overall writing performance. Qualitative data further uncovered students' favourable attitudes toward C-BLI, highlighting its role in enhancing metalinguistic awareness and fostering a stronger sense of agency over grammatical concepts. This study also found that the tailored integration of Lego-based Schemas for a Complete Orienting Basis of Actions (SCOBAs) into the writing tasks significantly mediated learners' conceptual grasp of non-finite verbs. This study will conclude with a discussion on pedagogical implications and directions for future research on using C-BLI in promoting grammatical conceptual development among EFL learners.

Ya Teng Chen, Chin-Wen Chien

National Tsing Hua University, Taiwan

Integrating Culturally Relevant Materials to Enhance Taiwanese EFL Learners' Vocabulary and Intercultural Awareness

Language learning is inherently interconnected with culture. Within the framework of contextualized language instruction, English educators are encouraged to provide authentic learning environments and incorporate culturally relevant content to enhance learners' engagement and comprehension. An eight-lesson unit on Myanmar local culture was integrated into English instruction for 20 Taiwanese fifth-grade English as a Foreign Language (EFL) students, to enhance their English vocabulary acquisition and intercultural awareness. Descriptive analyses of the pre- and post-tests, along with thematic analyses of students' worksheets, the teacher's lesson plans, and reflective journals, yielded the following key findings. First, students improved their post-test performance ($M = 8.5$) compared to the pre-test ($M = 6.3$), particularly in food-related vocabulary. Words such as tea shop—a common feature of Myanmar street culture and present in the school's neighborhood—were more accurately recognized and understood. Secondly, the fifth-grade students demonstrated increased intercultural awareness, particularly their ability to connect with the local community. Based on the findings, pedagogical implications were proposed for English educators, emphasizing the importance of designing culturally and contextually relevant materials to enhance learners' intercultural awareness.

Yizhuo Situ

University Malaya, Malaysia

Cross-Cultural Comparison of Request in Chinese: A Local Grammar Perspective

In the context of globalisation and increasing cross-cultural communication, acquiring pragmatically appropriate request strategies has become a critical yet challenging aspect of Chinese as a Second Language (CSL) learning. While considerable attention has been paid to grammatical competence in CSL pedagogy, the development of pragmatic competence, particularly in speech acts like requests, remains under-researched despite its crucial role in successful intercultural communication. This study emerges against this backdrop, seeking to address the persistent gap in understanding how

sociocultural backgrounds influence the acquisition of Chinese requests among L2 learners. Drawing on sociocultural theory and the growing body of research in cross-cultural pragmatics, the investigation employs an innovative methodological approach that combines Discourse Completion Tasks with function-based Local Grammar (LG) analysis. This dual perspective allows for a nuanced examination of request Local Grammar Patterns (LGPs) that moves beyond traditional syntactic analysis to capture the intricate relationship between linguistic forms and their pragmatic functions. The research compares native Chinese speakers' request behaviours with those of intermediate-level CSL learners from diverse cultural backgrounds, with particular attention to how different L1 socio-pragmatic norms manifest in Chinese request production. Findings reveal systematic cross-linguistic variations in request formulation that reflect deep-seated cultural influences on communicative styles, from lexical-syntactic choices to politeness devices and discourse organisation patterns. The local grammar analysis proves particularly valuable in uncovering previously overlooked form-function mappings in Chinese requests, offering new insights into the complex interplay between cultural background, linguistic transfer, and pragmatic development. These results contribute to theoretical discussions in second language acquisition regarding the nature of pragmatic transfer and have important practical implications for CSL instruction.

Zavadskienė Loreta

Vilnius University, Lithuania

Expanding the Space of the Possible with Reflective Practice in the English for Academic Purposes and Research Course

Having gained a wide recognition in higher education, the concept of reflective practice is generally approached not only as incapacitating personal and professional development of future professionals but also as a concept frequently addressed in attempts to solve the perennial problem related to the theory and practice gap. Conceived in terms of expanding the space of the possible, the concept of reflective practice must be principally concerned with ensuring the conditions for its proper implementation in the curricula of the subjects delivered. Guided by the research question of the extent to which a newly developed course in Vilnius University, entitled English for Academic Purposes and Research, provides the space for reflective practice, the current research study aims to investigate the possible manifestations of reflective practice reflected in the course description. The method of document analysis was adopted. The research data were analysed via qualitative content analysis, looking for the possibilities emerging from the elements of the course design which enable reflective practice and its practical enactment. The research findings demonstrate that the overall

design of the course, which adopts the action-oriented approach, and the activities, especially case study analysis, discussions on various discipline-related topics, preparing a persuasive argument on various discipline-related issues, and problem solving, are highly conducive to the implementation of reflective practice. Some insights regarding the practical enactment of reflective practice are also shared.

Zhang Zihan

Beijing Normal University, China

**The Impact of Collaborative Reading on L2 Learning:
Evidence from Chinese as a Second Language**

Collaborative learning benefits language acquisition by fostering peer interaction and deeper engagement with learning materials. Although collaborative reading has improved comprehension and vocabulary development, direct comparisons between collaborative and independent reading across multiple aspects of reading outcomes remain limited.

Forty advanced L2 learners participated in this study to address these issues. Each completed two carefully matched argumentative texts, with text assignment and reading order counterbalanced. Sessions followed a structured process based on the PISA 2018 reading literacy framework, including literal comprehension, text integration, and critical reflection.

Descriptive statistics and paired-samples t-tests ($N = 20$) revealed that participants scored significantly higher on vocabulary tests in the collaborative condition ($M = 3.35$, $SD = 2.28$) than in the independent condition ($M = 2.35$, $SD = 1.76$), $t(19) = -2.30$, $p = .033$. Similarly, subjective evaluation scores were significantly higher following collaborative reading ($M = 2.65$, $SD = 0.80$) compared to independent reading ($M = 2.20$, $SD = 0.77$), $t(19) = -4.16$, $p < .001$. However, no significant difference was found in objective test scores (collaborative: $M = 14.70$, $SD = 5.07$; independent: $M = 15.60$, $SD = 3.76$; $t(19) = 0.79$, $p = .441$). In terms of affective and cognitive measures, cognitive load was significantly lower in the collaborative condition ($M = 6.70$, $SD = 1.84$) compared to the independent condition ($M = 7.70$, $SD = 1.30$), $t(19) = 3.98$, $p = .001$, while anxiety and enjoyment showed no significant differences between conditions.

In summary, although collaborative reading did not significantly enhance L2 reading skills as measured by the objective test, it effectively reduced cognitive load. It promoted vocabulary acquisition, positive text evaluation, and improved content comprehension and recall. These findings underscore the value of collaborative reading for holistic language development and highlight the

need for future research to examine its long-term effects on reading proficiency and instructional practices.

Zhu Jianing

Liaoning Normal University, China

**A Study on the Impact of AI Writing Feedback on High School Students' English Writing
Self-efficacy**

In the field of foreign language education, AI writing feedback, as an innovative pedagogical tool, has opened a new avenue for improving learners' writing proficiency and quality with its characteristics of immediacy, personalization, and data-driven capabilities. Writing self-efficacy, a critical psychological factor, not only influences high school students' motivation, engagement, and persistence in English learning but also deeply correlate their emotional experiences and behavioral choices in the process of writing. Therefore, it is necessary to explore innovative approaches that simultaneously strengthen students' writing competence and boost their writing confidence. Guided by metacognitive theory and self-efficacy theory, this study explores the following research questions:

- 1) What is the impact of AI writing feedback on high school students' linguistic knowledge efficacy?
- 2) What is the impact of AI writing feedback on high school students' self-regulatory efficacy?
- 3) What is the impact of AI writing feedback on high school students' writing performance efficacy?

This study employs a mixed-methods approach combining quantitative and qualitative analyses. Participants are students from a natural class at a Chinese high school. The research design comprises three phases: pre-test, experimental intervention, and post-test. In the pre-test phase, the researcher uses the Academic Writing Self-Efficacy Beliefs Questionnaire (AWSEBQ) developed by Teng et al. (2018) to measure students' initial writing self-efficacy. During the intervention phase, students complete three writing tasks and then they use DeepSeek to finish "writing-feedback-revision" process for three times. After the intervention, the researcher uses AWSEBQ again to assess changes in students' self-efficacy. Semi-structured interviews are conducted with several randomized students, covering questions about AI feedback acceptance, writing competence development, and potential impacts. Quantitative data is tested using SPSS 27.0, and qualitative data is encoded and summarized using thematic analysis.

Predicted results (experiment is in progress):

- 1) AI writing feedback significantly enhances students' overall English writing self-efficacy.
- 2) There are differences in the impact of AI writing feedback on high school students' linguistic knowledge efficacy, self-regulation efficacy, and writing performance efficacy
- 3) Interviews reveals students' awareness of potential negative implications of AI feedback.

Finally, the researcher illustrates the limitations and existing problems of this study, including the short experimental period and limited sample size, and provides suggestions for future research on English writing teaching.

Zitouni Mouhcine

Mohammed V University in Rabat, Algeria

Investigating the Acquisition of Suffixal Construal by Moroccan EFL Students

The acquisition of derivational suffixes is an essential aspect of language acquisition.

This is especially true for English as a Foreign Language (EFL), for English is a highly derivational language. Against this background and in line with the cognitive assumption that the meaning of a linguistic item is not solely a property of its conceptual content, but includes the specific way that content is construed, this paper aims to cross-sectionally examine the acquisition of the construal evoked by four suffixes (–ion, –al, –ment and –ce). To this end, a three-task instrument (word formation, sentence completion and interpretation tasks) was designed and administered to EFL university students of 4 study levels: BA – S2 (n = 33), BA – S4 (n = 28), BA – S6 (n = 45) and MA – S2 (n = 26). Data on each group's performance on the test was coded and analysed. Several findings were derived based on the data analysis. First, performance on the overall test is different among the groups. This suggests that there is an effect of study level on the acquisition of suffixal construal. Second, groups' performance on the individual tasks shows that in the first two tasks, there appears to be an effect of study level on participants' performance on these tasks. Still, their performance on the interpretation task is rather similar. Third, the group's performance on each suffix indicates the effect of study level on all suffixes except for the suffix: –ment. Finally, a comparison of participants' performance on all the suffixes shows that they perform better on more frequent suffixes (–ion and –ment) than on less frequent suffixes (–al and –ce). Based on this, it is concluded that the frequency of a suffix affects the acquisition of its construal. These findings provide practical implications for how the construal of suffixes can be taught.