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BOOK OF ABSTRACTS

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KEYNOTE PRESENTATIONS

Second Language Email Pragmatics and Greek EFL learners: Student-faculty emails and Pragmatic Judgment
Prof. Maria Economidou-Kogetsidis (University of Nicosia)

In the past two decades, email communication, a process which is dynamic and open for negotiation and co-construction in any given context, has been studied extensively from a number of perspectives, a move which has opened a number of research avenues, many of which are still not thoroughly explored. Email is currently the oldest mode of computer-mediated communication and one of the most popular communication media given its high transmission speed and its less intrusive nature. Unlike instant messages, email appears to support longer distance relationships and it is used more for information purposes in academic and other institutional settings among colleagues, as well as between students and faculty.

Email writing can be a challenging task even for native speakers of a language, but it can be even more challenging for L2 learners on a number of levels, especially in power-asymmetrical institutional settings. Previous research on L2 email requests has indicated that learners' email requests tend to be characterised by insufficient or inappropriate mitigation, overly direct wording of requests, failure to acknowledge the imposition involved in granting a request, failure to provide institutional explanations for requesting, inappropriate address forms, unreasonable time frames or an emphasis on students' personal needs and wants. These deviations have been found to result in status-incongruent messages capable of pragmatic failure. Empirical research has further shown that inappropriate choices regarding either communicative intent or linguistic choice can result in negative evaluations of the email senders' personality by their lecturers (Economidou-Kogetsidis 2011, 2016; Hendriks 2010), their competence, academic potential and the lecturers' motivation to work with them, and their credibility and the lecturers' readiness to grant the request.

This presentation will address the pragmatics of email as a medium in relation to L2 learners of English, and review findings from a number of recent empirical studies with Greek learners within academia. It will then focus on findings from a recent study by the author which examines L2 learners' metapragmatic awareness in relation to first-order perceptions of in/appropriateness of student-faculty emails. Using qualitative and quantitative data from questionnaires and interviews, the study aims at eliciting students' perceptions and metapragmatic judgments on authentic student emails in order to examine how learners conceptualise email appropriateness and what criteria (linguistic and/or otherwise) they use to make appropriateness judgments.

Multilingualism and verbal short-term/working memory: Evidence from university professors and researchers
Dr Valantis Fyndanis (Cyprus University of Technology)

To date, the evidence regarding the impact of bilingualism/multilingualism on short-term memory (STM) and working memory (WM) capacity is inconclusive. In this talk, I will present a study that addresses whether bilingualism/multilingualism has a positive effect on the verbal STM and WM capacity of neurotypical middle-aged and older individuals. Eighty-two L1-Norwegian sequential bilingual/multilingual university professors and researchers were tested with tasks measuring verbal STM/WM capacity. Degree of bilingualism/multilingualism for each participant was estimated based on a comprehensive language background questionnaire. Different measures

of bilingualism/multilingualism were used. Data on potentially influencing non-linguistic factors such as nonverbal fluid intelligence, physical activity, playing video games and playing instruments were also collected. Correlation and regression analyses showed that multilingualism enhances both verbal STM capacity and verbal WM capacity. In particular, all analyses showed that number of known foreign languages was the strongest predictor of verbal STM and WM capacity. I will discuss the results in light of recent studies on the impact of bilingualism on STM and WM. Moreover, I will talk about the clinical implications of the study.

How corpus data can inform us about bilingualism: the case of anaphora resolution
Dr Cristóbal Lozano (University of Granada)

In this talk I will address a pervasive phenomenon in language: anaphora resolution (AR). AR relates to how anaphoric expressions (like null pronouns, overt pronouns and repeated names) relate to their antecedents in prior discourse. AR is particularly fruitful in null-subject languages like Spanish and Greek, and it has attracted the attention of researchers in bilingualism in general and second language (L2) acquisition in particular since it ultimately informs us about key issues on how bilinguals acquire and process their L2.

I will pay attention to research on AR mainly in Spanish and Greek (as native and non-native languages) and discuss the factors that constrain AR in discourse and how different theoretical models try to account for this phenomenon in monolinguals and bilinguals. Importantly, I will argue that (i) corpus data can reveal important factors in AR that often go undetected in experimental studies, and that (ii) such factors can be later implemented in experimental studies. Such triangulation (combination) of different research methods and data can provide a better picture of this phenomenon (and, in fact, of any other phenomenon) in L2 acquisition research. I will briefly illustrate this with a series of studies that we are conducted in BilinguaLab (http://bilingualab.ugr.es), where we are combining spoken vs written corpus data, different types of offline experimental data and online experimental data (reaction time, eye tracking). The insights from corpus results can thus be incorporated into the design of new, discourse-rich and ecologically-valid experiments that move away from traditional AR experiments.

Basic reference:

Lozano, C. (2021). Anaphora resolution in Second Language Acquisition. In M. Aronoff (Ed.), *Oxford Bibliographies in Linguistics*. Oxford University Press. https://dx.doi.org/10.1093/OBO/9780199772810-0268

ORAL PRESENTATIONS

DAY 1

The Perception of Color Idiomatic Metaphorical Expressions by Arabic-speaking EFL Learners: An Investigation of the Effect of Gender
Ala'a Obeidat & Abdel Rahman Mitib Altakhaineh (The University of Jordan)

Abstract: This study investigates the ability of Jordanian learners of English as a foreign language to understand color-idiomatic metaphorical expressions. It also examines whether gender can have an effect on the participants' ability to comprehend these expressions. Twenty females and twenty males from Isra University took part in this study. The adopted framework is Charteris-Black's model (2002) which contains six types of metaphors to compare and contrast different types of color idiomatic metaphorical expressions in English and Arabic. A multiple -choice test containing thirty items was administered. The results show that there are differences in the perception of the six types with the most difficult one being the third type. The results also reveal that there are statistically significant differences between the participants' results due to gender in favor of females, suggesting that females have a better comprehension of color idiomatic metaphorical expressions compared to males.

Keywords: Semantics, Color idioms, Arabic-speaking EFL learners, metaphor, culture

Metaphors in mental healthcare. An intervention study for psychiatrists under an intensive language training.
Oliwia Szymanska (University of Oslo)

Metaphors prove to be an important tool for effective communication in healthcare (Casarett et al. 2010; Landau et al. 2018). Certain areas of medicine, such as psychiatry or oncology have developed its own metaphorical apparatus used regularly in professional publications, therapy and conversations between healthcare providers, patients and relatives (Malkomsen et al., 2022). The supporting effect of metaphors has been investigated from both a doctor's and a patient's perspective (Mannsåker, 2017; Spina et al. 2018). Certain studies have shown that metaphors can also be useful when the doctor and the patient do not share L1, and when the doctor is an L2-speaker. Szymanska and Golden (2022) found that Polish doctors use metaphorical expressions to explain advanced medical terms and to compensate for insufficient vocabulary when talking to their Norwegian patients. Most of the metaphorical expressions the doctors used were novel, i.e. they were understandable, but not established in Norwegian, and could be traced back to the doctors' first language, Polish. As metaphor competence seems to develop in tact with other language skills (Littlemore, 2019), it is appropriate to facilitate the process especially for second-language doctors and other demanding professions that require fine-tuned communication skills. In this paper I will present the results of a metaphor training carried out with two psychiatrists during an intensive Norwegian course. The intervention study was based on a comprehensive training plan comprising professional texts, brainstorming, patient stories and journals. The purpose of the intervention was to present metaphor as a useful tool, stimulate the participants' metaphorical awareness, as well as make them aware of the transfer value of metaphorical expressions they are familiar with from their L1s and other languages they speak (Jarvis & Pavlenko, 2008; Brethelin, 2022). To evaluate the effect of the training (uptake and retention), the participants were tested orally and in writing throughout the course. The intervention yielded different results for each participant.

One of the participants was also interviewed on their comprehension, acquisition and use of L2 metaphors, as well as on the impact the intervention had on their L2 production.

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How difficult is it learning a second language? Looking like *not what,* being used as *nothing,* but meaning *something*?

Man Ki Theodora Lee (University of Hertfordshire)

This paper brings forth the proposed learnability problem to the colloquial phrases negative *wh*-quantifiers (Neg-whQs) in Cantonese by adult English-speaking learners. The locus is the specialty of these unique terms having the form [*mou* 'no' + *wh*-word]. There is a lack of one-to-one morphological mapping between the target L2 Neg-whQ and the L1 equivalent *nowhere* in English. A Neg-whQ is variously interpreted as negative 'nothing' or existential 'only a few' (Lee 2018). In addition, scrambling is another unique property of Cantonese and an OSV order is possible with the object scrambled to the front in a doubly-quantified construction as in (1). In contrast, neither the existential reading nor the SOV structure is observed in English *nowhere* constructions.

(1) Muigin saammanzi dou *mou-bingo* soeng sik.
    every sandwich also no-who want eat
    a. 'For each sandwich x, nobody wants to eat it.'
        (Lit. 'Nobody wants to eat any sandwich at all.')
    b. 'For each sandwich x, there is only a few people who want to eat it.'

A picture-judgement task was carried out on a group of English-speaking learners of Cantonese (22 intermediate and 18 advanced learners) and a group of Cantonese native speakers (27) to investigate the following research question:

(2) Can second language learners overcome the severe learnability problem posed by Neg-whQs at the syntax-semantics/pragmatics interface?

Only pictures depicting the distributive and existential reading are relevant to the above sentence structure. Following Slabakova's Bottleneck Hypothesis (2008), I assume that the complex morphology of Neg-whQs leads to deficits in the ultimate L2 knowledge. In addition, the learning difficulty is present since the relevant facts are neither robustly available from the L2 input, nor are they covered in Cantonese teaching materials. Results suggested that learners, even achieving an advanced level, neither attain the additional existential reading of Neg-whQs nor correctly interpret the above scrambled structure. The complex morphology of Neg-whQs represents a bottleneck/ severe learning difficulty and the reading alternation at the syntax and semantics/pragmatics interface of such colloquial terms is perhaps only attainable with continued exposure to L2 input or even fully immersed in Cantonese speaking contexts.

Keywords: Neg-whQs, learnability problem, scrambling, deficits

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Problems Chinese students encounter when studying English
Diana Yankova & Andrei Andreev (New Bulgarian University)

The presentation will report results of a study of the process of acquiring English by Chinese students. It will focus on the difficulties they encounter in their studies based on their own self-perception, highlighted in semi-structured interviews and on their tutors' evaluation and analysis of their most common errors. The study was carried out at two Universities in the UK with students who had conditional offers to be admitted to BA and MA programmes in England provided they passed their pre-sessional English language course. Convergence and divergence will be sought between the normative systems of English and Chinese to highlight where problematic issues stem from. The most common errors will be analysed according to the linguistic level they occur on: graphological, phonetic, morphological, lexical, syntactic, pragmatic. The ultimate aim is to provide guidelines for how to surpass these differences between the two diverse languages in order to eliminate as much as possible language interference.

The use of gamification as a tool for vocabulary enhancement in a task-based programme for language acquisition students

Elbie Adendorff & Petronela Genis (Stellenbosch University & University of Namibia)

The aim of the paper is to relay the findings of a study done on the use of language games with Afrikaans language acquisition students at a university. The study examined the combination of a task-based approach and gamification to determine whether it enhances the vocabulary learning of university students enrolling for Afrikaans at this university. The research question that we have tried to answer in the study is: How language games in a task-based teaching approach help language acquisition students to improve their Afrikaans vocabulary? The task-based approach is a pedagogic framework for teaching and researching second and/or foreign languages. For this study we used the task-based framework of Willis (1996) for class methodology as the three stages of pre-task, task cycle and post-task form the framework of our five task-based language teaching lessons. The use of gamification in second language acquisition is a contentious issue, as many teachers in this field are unsure as to what is meant by it and how it can be used in language acquisition teaching. In the contemporary situation in education today, traditional teaching methods are under pressure and seen as outdated. Teachers need to look for alternative teaching methods and gamification might be a good option to consider. Marczewski (2013:4) describes gamification as "the application of gaming metaphors to real life tasks to influence Behaviour, improve Motivation and enhance Engagement". The flow theory of Csikszentmihalyi (2014) was used to explain the balance between the challenge level and the proficiency or skills level necessary for optimal learning. Any imbalance between these two levels leads to academic anxiety or academic boredom – both obstruct learning. The paper will briefly give an overview on gamification, academic emotions, and task-based teaching. Then we will report on an empirical study undertaken at this university. The study used participatory action research with a mixed-method approach using a questionnaire for four university lecturers teaching a foreign language at the university, a reflective questionnaire completed by the eighteen students taking part in the study, and pre- and post-tests which tested the vocabulary of the participants. Five task-based lessons were used. From the qualitative and quantitative data of the questionnaire, gamification is an especially useful tool to be used for vocabulary teaching. Using the data from the task-based lessons it was established that gamification can most likely be used to succeed in learning Afrikaans vocabulary.

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Pedagogical interpreting in task-based tutorials for Afrikaans second language education

Kanja van der Merwe & Elbie Adendorff (Stellenbosch University)

This study examines the feasibility of pedagogical interpreting in a task-based framework for Afrikaans second language education. The motivation for undertaking the study is based on the need to create a lesson plan incorporating pedagogical interpreting as a language teaching technique. Pedagogical interpreting as a teaching technique (Van der Merwe, 2019/2022) and task-based language teaching (Ellis, 2018) serve as the theoretical frameworks. The research question is as follows: *How*

workable is pedagogical interpreting in a task-based framework for Afrikaans second language education?

The research design for the empirical investigation is participatory action research with a case-study component while a mixed method approach was conducted using both qualitative and quantitative research for response-based and learner-based evaluation. Three task-based tutorials with themes of animated films, live-action films and series were designed and conducted with 21 Afrikaans Language Education students at Stellenbosch University. In the pre-task phase of the tutorials, the participants completed a mind map as a brainstorming session and pedagogical sight interpreting of subtitles as well as watched a video interview depicting how liaison interpreting works. The main task took the form of pedagogical liaison interpreting with role-play where each student was given a turn to portray the role of an English-speaking character as a student speaker and the role of the Afrikaans/English student interpreter. As the tutor, I assumed the role of the Afrikaans-speaking interviewer asking the character questions in Afrikaans that the student interpreter had to relay in English and vice versa again for me to facilitate communication. Participant observation with audio recordings was used to study personation with pedagogical interpreting in the main task, and questionnaires were used to determine the participants' perspective on the pedagogical interpreting tasks overall. The research question was answered by means of discussions of the transcripts and the results of the questionnaires.

It was found that pedagogical interpreting is workable in a task-based framework for Afrikaans second language education. Minimal challenges in personation deviation arose concerning the student interpreter, the tutor, the student speaker and the audience, which can be managed and ultimately eliminated with more explicit instructions and some adjustments to the design of the tasks. Overall, the response-based and learner-based evaluation showed that participants enjoyed the tasks and completed it relatively easily and stress-free. All participants indicated that pedagogical interpreting tasks are valuable, enjoyable and novel for Afrikaans second language education.

The role of identity related with the indigenous context in Spanish-Quichua language teaching and learning
Silvia-Maria Chireac (University of Valencia)

In the political domain, the Department for intercultural and bilingual education (DINEIB) from Ecuador, promotes the instruction of Quichua in many indigenous public schools through bilingual programs in order to preserve the minority language and the identity of indigenous children. However, according to King and Benson (2004) bilingual education in Ecuador is not carried out successfully. The acquisition of Spanish as a dominant language at the expense of Quichua, a minority and endangered language occurs as a ticket to citizenship and "integration".
The present research is an ethnographic study aimed at describing and understanding the educational practices and perspectives of 60 indigenous teachers of the rural school *Mushuk Rimak*, on how Spanish and Quichua are taught and learned in San Lucas context. Our study presents teachers' narratives of preserving Quichua language in school, home and community by detailing how these tellings of a rural context unfold through social interaction (Stroud and Jegels, 2014).
The main research questions of this study are:
1. What are indigenous teachers doing to forge a sense of common identity for their students through Quichua language?
2. In order to maintain Quichua identity, how teachers are dealing with languages differences in quotidian educational practices?

We analyse and compare the narratives of these teachers who decide how to use and teach Quichua language in the classroom. This capacity to act on the classroom world is closely related to the construction of children identity and subjectivity which results from socialization (Zeng, 2018). In this case, we highlight the role of identity in changing the learning context, especially in an indigenous context, where language revitalization engages the capacity of teachers to identify the contradictions and tensions in their teaching and learning environment.

We found that students' identities, rural space and narratives of Quichua teachers come together with the visibility of languages in the indigenous context. The construction of Quichua identity in the educational context is the effect also of the recognition of Quichua language. The results of this qualitative phase have great implications for the design of new pedagogies in indigenous educational context with the purpose of the implementation of Quichua language in school and the preservation of bilingual education in Ecuador.

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Moving in a "small" language country
Jogile Teresa Ramonaite (Institute of the Lithuanian language)

In the context of globalization and social mobility the world has been experiencing for quite some time, it is insightful to observe the situation in countries that had been held away from the global processes for some decades. These countries are catching up quickly but are still lagging far behind. The iron curtain that separated Europe is still rather evident in the mentality of the people of post-soviet countries making them more closed to the outsiders also due to linguistic barriers.

Lithuania is a small country and its language, ancient and extremely complex, is not considered to be a prerequisite if moving into the country for business or similar reasons. Nevertheless, once here, a foreigner is faced with a reality that the globalization has not yet reached a comfort-level from the linguistic point of view with the "big" languages. The older generation of Lithuanians were fluent in Russian and the young are quickly advancing in English but is knowing either of those really enough to live in Lithuania?

This paper presents the sociolinguistic perspective from a study on acquisition of Lithuanian L2 where in-depth (socio)linguistic interviews have been conducted with 17 foreigners, resident in Lithuania (over 27h recordings, transcribed and coded using CLAN). Only in the very recent years there has been some increase of foreign immigrants in Lithuania, therefore, the qualitative data are collected both from "new" and "old" foreigners residing in Lithuania. The data gives insight on linguistic behaviour issues and is the basis for the analysis of language attitudes and competences by foreigners in this "small" language country.

Second and Third Language Acquisition (L2 and L3) in a multilingual environment, the case of the city of Prizren

Jasmin Jusufi (University "Ukshin Hoti" Prizren) & Senad Jusufi (New Bulgarian University)

The purpose of this study was to examine language acquisition in a multilingual environment, focusing on the impact of such an environment on L2 and L3 acquisition, the ways of language learning and the impact or multiple language knowledge on cognitive and language aptitude. In focus was also the importance of multilingualism for ethnic communities living in Prizren. The method involved collecting and analyzing data from a sample of individuals living in a city of a diverse linguistic environment. The participants were asked to complete a questionnaire and participate in a series of structured interviews to gather information about their language learning experiences and attitudes towards multilingualism. The results of the study indicated that language acquisition in a multilingual environment can be a complex and dynamic process, influenced by a variety of factors including the learner's age, motivation, language learning environment, and cognitive and language aptitude. The most common way of language acquisition seems to be communication on daily bases with friends, work colleagues or family members who speak the language. The study also found that multilingualism can have numerous personal and professional benefits, including improved communication and understanding among people from different language backgrounds, enhanced job prospects and career advancement, and the promotion of cultural awareness and understanding. Overall, the findings of this study highlight the importance of language acquisition The most common way in a multilingual environment, and suggest that individuals who are able to speak multiple languages may be better equipped to navigate and succeed in today's globalized world.

Keywords: L2 and L3 acquisition, multilingual environment, bilingualism, multilingualism, Prizren

Disfluency Rates in the Oral Narratives of Bilingual Children

Sviatlana Karpava (University of Cyprus)

According to Fiestas et al. (2005) and Byrd et al. (2015), disfluencies may be inherent in the speech of bilinguals due to activation of both languages and cross-linguistic interference (Levelt, 1989; Kroll et al., 2006; Higby et al., 2020). Previous research by Gamez et al. (2016) and Rojas and Irani (2020) showed that bilinguals have a higher rate of disfluencies in comparison to their monolingual peers, which can be explained by language processing and metalinguistic awareness factors.

The present study analyzed disfluency rates in the oral narratives of bilingual Russian-Cypriot Greek children with TLD in Russian. The participants of the study were 40 Russian-Cypriot Greek (CG) simultaneous bilingual children. Their age ranges from 4;0 to 6;0 (mean 5;2), and they attend kindergarten and primary CG schools, where the language of instruction is Greek. The LITMUS-MAIN, the multilingual assessment instrument for narratives (Gagarina et al., 2012, 2015) was used for data collection. Their language proficiency in Russian was measured by the Russian Proficiency Test for Multilingual Children (RPTMC) (Gagarina et al., 2010). Background information was collected using parental questionnaires and interviews. The narratives were recorded, transcribed and analyzed in terms of macro and micro-structure and grammaticality.

The results of the data analysis showed that 5-year-old bilingual children had more disfluencies, both in telling and retelling modes, than 4-year-olds. The overall rate of disfluencies was higher in telling mode in comparison to retelling mode for both age groups of the participants. The most prominent types of disfluencies are repetitions, filled pauses, lexical and grammatical revisions.

There is a statistically significant difference between 4-year-olds and 5-year-olds regarding the total number of disfluencies in the retelling mode *(t(19)=-2.585, p=.018)* and repetition of connectors *(t(19)=-2.126, p=.047)* as well as between telling and retelling modes of the 4-year-old children regarding repetition of connectors *(t(19)=-2.380, p=.028)*.

Pearson correlation statistical analysis has revealed that disfluencies of 5-year-old children in the retelling mode are affected by perceptive and productive lexicon (RPTMC), story structure (MAIN) and parental level of education; disfluencies of 4-year-old children in the retelling mode are correlated with grammatical comprehension (RPTMC), total number of errors, and in the telling mode – with total number of errors, structural complexity, internal state terms, comprehension questions (MAIN) and input to L1 Russian.

Incomplete acquisition of Russian Differential Object Marking (DOM) by Spanish L2 learners and bilingual children
Nerea Madariaga (University of the Basque Country), Anastasia Gerasimova (Moscow State University) & Ekaterina Lyutikova (Moscow State University)

The problem. This paper focuses on incomplete acquisition of the Russian Differential Object Marking (DOM) by Spanish L2 speakers and Spanish-Russian bilingual children, living in Spain. Both Russian and Spanish languages display DOM for animate direct objects (genitive and dative case, respectively):

(1)   a.   *Ja   vižu   nov-ogo   učitelj-a.*
               I   see   new-GEN.M.SG   teacher-GEN.M.SG
      b.   *Veo   a-l profesor   nuevo.*
               I see   *a* (DT)-the teacher   new   'I see the new teacher.'

However, specific morphological and lexico-semantic factors differentiate DOM in the two languages. Thus, while the syntactic use of DOM in Russian is straightforward (as compared to Spanish), we show that its morphological patterns are especially complex.

The experiments. In order to evaluate Spanish L2 / bilingual speakers' competence, we performed an experiment on the accuracy in predicting: (i) the use of the Russian DOM, and (ii) its correct morphological form, checking different morphological contexts, and comparing with accuracy in using grammatical case in other positions in Russian.

Results. Our surveys show that incomplete acquisition of Russian DOM is vulnerable. While predicting the use of Russian DOM is easier for the two groups of speakers (Table 1), using also the correct morphological form renders worse performance, especially in the case of L2 learners (Table 2):
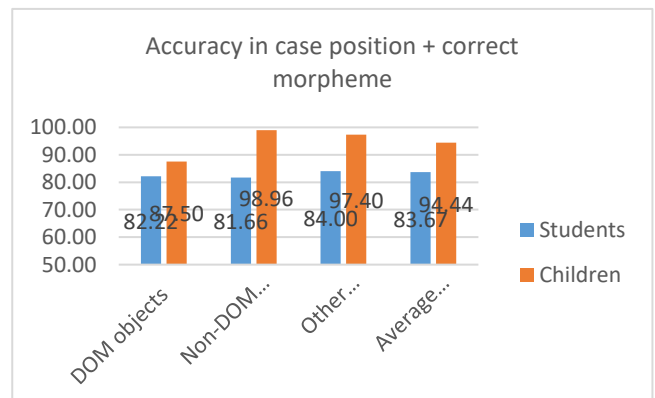

Table 1. Syntactic accuracy in predicting DOM

Table 2. Morphological accuracy in using DOM

(Some) conclusions. These results are interpreted under a sort of "extended" version of Lardiere's (2008) Feature Reassembly Hypothesis, and Sorace's (2011) Interface Hypothesis. The data suggest that incomplete acquisition of case can be compromised due to the syntax-morphology interface (and not particularly the syntax-semantic/pragmatic interface). Difficulties in matching the animacy feature of direct objects with the corresponding morphological exponent is observed in the two groups of participants, albeit more clearly in the case of L2 students. We argue that this is due to the specially complex syntax-morphology interface displayed by Russian DOM, as compared to the morphology of case in other positions. This effect is also tied to the cue reliability problem, proposed by Kempe & MacWhinney (1998); the diversity of morphemes and homophonic forms in Russian DOM severely limits cue reliability for the acquisition of the phenomenon, which complicates the mapping of the specific morphological exponents to the DOM positions (for L2 learners and, at a lesses degree, also bilingual learners).

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Literature Mapping 2000-2022 on Modern Greek-speaking learners with Spanish L2
Gabriella David (Universidad de Salamanca)

This paper aims to provide an overview of the contrastive studies between Greek and Spanish that have been published between 2000-2022, with particular emphasis on the teaching-learning of Spanish to Greek-speaking learners. To this end, a bibliographical mapping has been carried out. Seven research questions have been set, the terms used for the search are detailed, the five databases have been specified: Hispadoc; Google Scholar; Dialnet; EKT; and manually. Once 3901 documents had been collected, after following the inclusion, exclusion and evaluation criteria, only 114 relevant documents were selected to be studied for this review. The results revealed that the years 2011 and 2018 had the highest number of associated papers. Authors with expertise in the field and the most prolific database in the area were identified. In addition, the predominant type of document in the papers studied was the article. The mapping allowed us to reveal the most productive area being translation as an object of study, as well as research that delves into the Spanish-Greek verb (tense/aspect) and lexicon to the detriment of clitics and syllabic structure. Finally, most of the papers followed an exploratory and descriptive methodology, and bibliographical and theoretical studies prevailed. It is concluded by underlining that the studies always had as a sample a population of Greek speakers without dialectical variation such as Greek Cypriot, for example. The bibliographic mapping made it possible to show a sum of all the publications in the selected databases on studies that have been carried out by Greek-speaking learners with Spanish L2. It is important to note that this is the first bibliographic mapping and no other similar mapping has been recorded.

Keywords**:** Mapping studies, Greek-Spanish, Spanish learners, contrastive linguistics

The effect of English as a second foreign language on learning Italian as a third foreign language: A learner corpus-based research

Katerina Florou (National & Kapodistrian University of Athens)

In certain educational environments the research of learner corpora gives interesting results. In multilingual classes, for example (Altenberg, 2002), one can extract some outcomes that indicate the terms within which, each student can apply their bilingualism or multilingualism to the third- or fourth – language learning. As Cenoz (2013) pointed out "bilinguals are more experienced language learners and have potentially developed learning strategies to a larger extent than monolinguals". One can say that the potential effects of second language acquisition on third language learning have already been discussed widely the last decades. As a result of the above, we, as teachers, expect more from our students when they already know a second language. In teaching Italian as a foreign language in Greece, the knowledge of English as a second language is a fact for a high percentage of those students.

In the present research we examined a corpus of written productions of Greek students, learning Italian as third language and a corpus of written productions of Greek students learning Italian as second language. Corpus research has proved that it can give both qualitative and quantitative results in studying the interference of second language acquisition in third language learning. Regarding the use of functional words, such as articles or personal pronouns, we observed underuse and overuse, respectively, due to the differences of the English and the Italian language. On the other hand, students learning Italian as third language were more accurate in the use of content words. The comparison of this kind of learner corpora is not only fruitful for interlanguage analysis, but it can also provide some examples of strategies that a teacher can apply to third language teaching.

Keywords**:** Learner Corpus Research, Corpus Interlanguage Analysis, Third Language Teaching, Italian as Foreign Language.

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DAY 2

Towards the development of a Mixed Reality Application for Foreign Language Education for Medical Professionals

Eirini Christou & Antigoni Parmaxi (Cyprus University of Technology)

Digital Reality in Foreign Language Education for Medical Professionals (DRFLEMP) project mission is to support digital transformation in Foreign Language Education (FLE) in the EU, filling the existing gaps and raising the efficacy of foreign language education for nursing and caretaking students, and already qualified professionals as well through immersive learning environments that can address the challenges of digitization in educational systems.

The project aims among others to develop a Mixed Reality (MR) application for language learning for medical professionals. Aiming to capture the stakeholder's needs

with regards to the application features, design thinking workshops (DTWs) took place within the partners' organizations, with a duration of 3 days each. The DTWs took place in 2022 in four countries: Sweden, Lithuania, Germany and Cyprus. In the workshops language instructors, software developers, as well as medical professionals and instructors participated. The workshops concluded with a storyboard and a prototype of an effective MR application for language learning for medical purposes. Therefore, the outcomes of the DTW were four (4) low fidelity prototypes (one from each partner country) that were then tested by target users such as nursing students, and instructors and medical professionals.

The feedback received for all four prototypes was encouraging but also included suggestions for increasing the effectiveness of the prototypes.The feedback sessions delineated the importance of the application to be interactive, user friendly, simple and easy to use, as well as to include a short VR training in the beginning for the user to familiarize themselves with the technology. The MR application should provide feedback and help the user when they need it. Implications and future research as well as design decisions will be highlighted.

The Bidirectional-GRU model for the identification of Parts of Speech in Cypriot Greek

Amalia Stylianou & Natalia Pavlou (Cyprus International Institute of Management & University of Cyprus)

This study uses the first Part-of-Speech (POS) tagged corpus in the Cypriot Greek variety based on semi-spontaneous speech to examine whether the Bidirectional-Gated Recurrent Unit (Bi- GRU) model is a good fit of POS tagging for a non-standardized language.

Even though a variety of methods exist for POS tagging, the lack of readily available data and the morphosyntactic complexity are primary concerns for testing in any language. However, written resources for the language studied here, Cypriot Greek (CG), are not readily available and this is a methodological concern to studies like the one here. Some of the findings that the application of NLP tools provide are related to the observation that morphological, syntactic, and phonetic variations of each variety may significantly reduce the accuracy of the NLP models (Zalmout et al., 2018). NLP research in CG has been limited in its scope to only Sababa's (2018) study that built a classifier, which distinguishes between the Standard Modern Greek (SMG) and CG varieties in informal settings.

Given the lack of previous POS analysis in CG, our selected method is the Bidirectional Gated Recurrent Unit (Bi-GRU) model. To set a baseline performance, we use the Conditional Random Fields (CRFs) model to test the neural alternative model's performance. The dataset used for this task is based on spontaneous speech data, which are recordings of five adult native speakers of CG, used in Leivada et al.'s (2017) study. The focus is on the two Bi-GRU models that are used with identical hyperparameters, but different word embeddings trained for Cypriot Greek (with word2vec and keras).

The results demonstrate that the Bi-GRU model with keras embeddings achieves the highest accuracy with 99.07% in comparison to 98.88% for the Bi-GRU with word2vec embeddings model and 86.28% for the CRF model, that is used as a validation model (Figure 1). The error analysis discusses the most common misclassifications found in all models and emphasizes word ambiguity, sequence learning, and local/global dependencies as important factors that affect performance.

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Model	Overall Accuracy	Precision (weighted average)	Recall (weighted average)	F1 (weighted average)
CRF	86.28%	86.14%	86.28%	86.03%
Bi-GRU (word2vec embeddings)	98.88%	98.85%	98.88%	98.85%
Bi-GRU (keras embeddings)	**99.07%**	**99.04%**	**99.07%**	**99.05%**

Figure 1

Greek-Cypriot Learners' Productive and Receptive Knowledge of Phrasal Verbs and Factors Facilitating Acquisition
Lizeta Demetriou (University of Wales Trinity Saint David)

Research suggests that the more frequently a word is encountered the more likely it is to be learned (e.g., Webb, 2007). However, a word frequent in one context (e.g., for the native speakers) may not be frequent in another context (e.g., in L2 contexts). The present study aims to examine the relative role of various sources of English language exposure (e.g., English language teaching textbooks, English films, stay in an English-speaking country) on phrasal verb learning in the context of Greek Cyprus. Phrasal verb learning is the focus of this investigation because a) phrasal verb use is considered a sign of native-like fluency and b) phrasal verb learning is challenging. For this study, 100 participants at the B1+ CEFR level completed three phrasal verb tests, namely, a form recall, a form recognition test and a meaning recognition test. A biodata questionnaire was also administered to measure participants' incidental exposure to the English language. Results indicate a positive relationship between a) corpus and textbook frequency, time spent reading and writing in the L2 and b) learners' knowledge on all three tests. Time spent in an L2 speaking country has a positive relationship with the form recognition test scores. Implications for research and pedagogy are discussed.

The experience of writing creative texts in the acquisition of foreign language
Ioanna Tyrou (National & Kapodistrian University of Athens)

Creative Writing has been established as an effective subject in higher education for foreign language teaching. The term "creative writing" includes the kinds of writing that favor the unfolding of the imagination and personal liberated writing. Creative Writing emphasizes the importance of engaging personal experiences, emotions, and imagination in writing, but also acquiring writing skills and techniques that can stimulate not only creativity but also authentic writing (Author). Participants express themselves

in an original and personal way in the foreign language, engage with the language at a deeper level of processing, explore the foreign language and delve into grammatical accuracy and lexical choices, and can discover things not only about the language but also about themselves (Vaezi & Rezaei, 2019; Alshreif & Nicholes, 2017; Arshavskaya, 2015; Akhter, 2014; Zhao, 2014; Barbot et al. 2012) Creative Writing also contributes to creative written expression of participants in central areas of their learning such as L2 communicative competence, grammar, focus on form, pronunciation, self-expression or motivation for creative writing tasks (Author). This work is part of a more general research on the teaching of Creative Writing, the writing of creative texts and their evaluation by experts or peers. Our research was carried out in the foreign language department of Italian Language and Philology of the University of Athens on 112 undergraduate students. We conducted courses, both theoretical and practical, where students developed expressive methods and experimentation in writing, using a set of educational practices and techniques designed to master writing skills. In addition, the Common European Framework of Reference for Languages emphasizes the importance of the aesthetic and playful use of language, highlighting creative activities and forms of Creative Writing. In a questionnaire, the undergraduate students described their creative writing experience. The aim of our research was to see how useful creative writing was in foreign language acquisition. Creative Writing, in our case in university foreign language teaching, helped our students to acquire a remarkable level of grammar, vocabulary and speech, but also to handle the foreign language in interesting, playful, pleasant, and alternative way (Author).

Keywords: Creative writing, foreign language acquisition, higher education

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Covering Conditionals in Coursebooks for Turkish as a Second/Foreign Language
Gulshen Sakhatova & Fani Lazari (University of Cyprus)

Conditionals are habitually used in daily Turkish conservation. Since Turkish is an agglutinative language, there are various morphological markers such as –sA / –(y)sA <if>, –mAdI mI <if/when not> and combinations with lexical units –sA + bile <even if>,

eğer <if> that indicate conditional meanings (hereafter COND) (see, e.g., Kornfilt 1997; Göksel and Kerslake 2005; Bangoğlu 1974). This variety raises the question of whether all grammatical markers and lexical units as well as semantics associated with a phenomenon should be considered when developing a coursebook for Turkish as a second/foreign language (hereafter TCB) and other instructional materials. Answers to this question might differ but teaching the grammar of a second/foreign language undoubtedly requires teaching both "what forms are possible" and "what meanings are possible" (Ellis 2002).

Recent research on Turkish as a second/foreign language (hereafter TFL) has begun addressing the issue of grammar in coursebooks. Employing the document analysis method, Kaya and Dolunay (2020) investigate the suitability of the grammar categories of "simple tenses", "compound conjugations", and "copula" for each of the levels A1–A2, A2–B1, and B1–B2 published by the İstanbul Yunus Emre Enstitüsü Yayınları. Furthermore, Ünlü (2015) examines grammar exercises in Hitit 1 and Yeni Hitit 1, and Akbulut and Yaylı (2015) analyze the grammatical syllabuses for levels A1 and A2. Fidan (2016) has surveyed teachers and learners on the topic of "grammatical phenomena" in two TCBs, Gazi University TÖMER Yabancılar İçin Türkçe Dil Bilgisi (A1 A2 B1 B2 C1) and Hitit Yabancılar için Türkçe Ders Kitabı. Saydam and Karakuş (2020) explore the subject of "word teaching strategies" in coursebooks such as Yabancılar için Türkçe and Yedi İklim. They used questionnaires to collect data on a total of 90 TFL lessons in different cities both in Turkey and abroad, including Tbilisi (Georgia) and Sarajevo (Bosnia and Herzegovina).

Reviewing the existing recent research reveals that, to date, only a handful of studies have focused on examining coursebooks' grammar content. Those studies that do exist have primarily applied the document analysis method and used questionnaires. To date, complexity of expressing COND, of form/meaning, or of time-tense relationships in TCBs has not been the focus of research.

We would like to present findings from our ongoing project on 'Teaching Turkish TAM markers for Greek L1 learners' (Department of Turkish and Middle Eastern Studies, University of Cyprus). The findings are from the first study on how comprehensively COND is covered in select TCBs. To do so, we have constructed a conditional template (hereafter COND-template) that consists of morphological markers and lexical units collected from Turkish grammars in English, Turkish, Greek, German, and Russian. Additionally, the template includes findings from studies on COND in Turkish from the last decades, which have focused mainly on the following: a) descriptions of the conditionality markers and their semantics and b) COND as mood and modal category (see, e.g., Benzer 2010; Bulak 2012; Demirel and Kerimoğlu 2015; Can and Oktar 2016; Sakallı 2020). Notably, when creating our COND-template, we also consulted the Kaili's (2016) handbook in Greek on Turkish conditionals for Greek-speaking students, who learn TFL according to the CEFR at A2-B1.

The COND-template was tested on a total of six TCBs of different levels, including (1) Yedi İklim Türkçe B1 Ders Kitabı (2015), 2) Türkçe–Turkish by Özsoy (2009), and 3) İstanbul Yabancılar İçin Türkçe Ders Kitabı (2013).

The findings can be categorised into three broad themes: COND in TCBs, in Turkish grammars, and in research. All of the selected grammars and TCBs provide descriptions of COND expressed through the basic markers –sA, –(y)sA, or ise. While Turkish grammars in English or Russian offer thorough descriptions of all possible COND (form-meaning, time-tense relationship, etc.), such as the complex combinations –DIğI takdirde <in case of>, –sA + bile, and –(y)sA dA <even if>, other grammars, such as those in Greek, cover only those morphological and lexical means for expressing COND that are related to basic COND markers. Furthermore, the complex reduplicated morphological constructions <–DI– + –DI– + –mADI> and <–Ar–

+ –mAsIna dA / (ama)> as well as their semantics mentioned in Sakallı's (2020) study are not present in any of the selected TCBs. Explanations of these combinations are also absent from the descriptions of COND in the Turkish grammars reviewed.

Our findings to date motivate two objectives for the future: 1) including updated material on COND in TCBs and 2) revising and updating the COND-related content in Turkish grammars. Moreover, adopting a unified and standard terminology would be helpful in conceptual designing both TCBs and Turkish grammars. Finally, in the field of Turkish coursebook conceptualization and planning there is a need to further discuss and research such issues as when, for which skill level, and how completely to cover the COND category. Additionally, our COND-template can be modified and extended. However, it already provides in its current state a comprehensive collection of morphological markers and lexical units and can therefore be used in teaching TFL.

Abbreviations

COND   conditionals/conditional semantics
TCB   Turkish coursebooks
TFL   Turkish as a foreign language

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Code-Switching as a communication strategy in the university classroom at the Department of German Language and Literature of the Aristotle University of Thessaloniki: a comparative study between monolingual and bilingual students

Eleni Chatzivasileiou (Aristotle University of Thessaloniki)

Interchangeability between language codes has always been a linguistic feature among bilingual and/or multilingual speakers. It is a communication strategy that involves language alternation during an instance of communication. This paper examines code-switching between Greek and German in the academic classroom during the courses of the Postgraduate Studies Programme of the Department of German Language and Literature, a linguistic environment in which German is set as the main course language. The participants in this research were the postgraduate students who attended two seminars held by the Postgraduate Studies Programme. They were separated into three groups based on the age they acquired German. Data for this study is provided through semi-structured interviews with the students in order to explore their reflection on CS practices. The research was based on the assumption that, either knowingly or not, students interchange languages to achieve better communication and contribute to the lesson more. The reasons for this decision differ depending on the age at which German was acquired as a first, second or foreign language. The main aim is to show the relationship between each group of participants and syntactical types of CS when selecting another language and explain the students' attitudes regarding interchangeability between language codes in the academic classroom. The results show that selecting another language inside the same sentence is the main type of language alternation, while changing across a range of sentences or changing and then reverting is rare. The study provides deeper understanding of code-switching between languages and clarifies its communicative usage in the university classroom.

Keywords: bilinguals, attitudes towards code-switching, code-switching, university classroom

Pedagogical interpreting as a teaching technique for Afrikaans second language education

Kanja van der Merwe (Stellenbosch University)

This study examines the feasibility of pedagogical interpreting as a teaching technique for Afrikaans second language education. The motivation for undertaking the study is based on the need for a teaching technique that will cultivate improved spoken language skills in Afrikaans. Pedagogical interpreting (Wadensjö, 1998; Van der Merwe, 2019/2022) and the interaction approach (Long, 1996; Gass & Mackey, 2015) serve as the theoretical frameworks. The research question is as follows: How workable is pedagogical interpreting as an interactive teaching technique for Afrikaans second language education?

A case study was conducted with 21 Afrikaans second language education students at Stellenbosch University using participatory action research and a mixed method (qualitative and quantitative research) approach. Three lessons were designed with pedagogical liaison interpreting as a role-playing activity. Each participant had a turn to portray the role of an English-speaking fictional character and the role of the Afrikaans/English interpreter. As the tutor, I played the Afrikaans-speaking interviewer asking the character questions in Afrikaans that the interpreter had to relay in English and vice versa again for me to facilitate communication. Participant observation with audio recordings was used to study the use of pedagogical interpreting as an interactive teaching technique in the activity, and questionnaires were used to determine the participants' perspective on pedagogical interpreting. The research

question was answered by means of discussions of the transcripts and the results of the questionnaires.

It was found that pedagogical interpreting is exceedingly workable as an interactive teaching technique in the Afrikaans second language education classroom due to the use of various interaction strategies that were accompanied by the negotiation of meaning and which led to modified output. These interaction strategies were confirmation checks, elicitation, recasts, comprehension checks, metalinguistic explanations, corrections, and the use of multiple interaction strategies in a single interaction. It was deduced that these interactions are valuable for the development of Afrikaans comprehension, vocabulary, pronunciation and self-confidence in Afrikaans speaking skills.

All participants indicated that pedagogical interpreting is a valuable, enjoyable and novel teaching technique for Afrikaans second language education. The questionnaires confirmed that participants consider pedagogical interpreting to be valuable for comprehending and producing Afrikaans utterances, as well as for allowing collaboration between the students and the tutor. The investigation into pedagogical interpreting contributes to the growing and dynamic field of second language education by showing that interaction is abundant when including both the first and the second language.

Distance teaching of Greek as a second language to children with language disorders through Information and Communication Technologies
Golfo Tsatsari & Georgios P. Georgiou (University of Nicosia)

There are several studies examining the teaching of Greek as a second language (L2) using technology (e.g., Potamiti, 2017; Stafidas, 2018) as well as teaching of students with language disorders (e.g., Petraki, 2019). This paper attempts to fill a theoretical gap by studying the set of Information and Communication Technologies that were utilized during the distance teaching of L2 Greek to students aged 6-12 with language disorders. Specifically, the degree of efficiency of the online Greek course for children with special learning needs due to language disorders is evaluated and the tools and technological means that enhance online learning at the different levels of linguistic analysis are listed. At the same time, the degree of expertise of the teachers is assessed, in terms of choosing the appropriate educational tools for an online course, so that a student with a language disorder can master the Greek language. The data were collected using two different research tools: questionnaires and personal interviews. All participants work in institutions that carry out modern online teaching of Greek as an L2. Personal interviews were conducted with 13 participants, whose data were analyzed qualitatively. In addition, a total of 33 teachers completed questionnaires, the analysis of which followed the method of descriptive statistics and formed the basis of the qualitative analysis of the interview data. The results showed that the online Greek course works efficiently for students with language disorders, due to the variety of available digital tools. Teachers need to have the appropriate equipment such as camera, microphone, and an excellent internet connection to ensure the quality of their lesson. The Webex platform is the one that mainly hosts the Greek foreign language course, enhancing its interactive nature. Teachers use applications based on sound and image to facilitate the learning process for students with language disorders. The Quizlet app focuses on vocabulary learning, while grammar is reinforced through the Formative and Wordwall apps. Edpuzzle integrates video into the online learning process, while Kahoot provides an enjoyable assessment method. However, Greek language teachers have not received special expertise in digital tools for teaching L2 Greek, especially to students with specialized learning

needs. The training programs appear quite limited and unilaterally oriented, either to language disorders or to the teaching of the Greek language.

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POSTER PRESENTATIONS

Processing idioms in the second language:
is top-down phrasal predictability really getting in the way?
Marianna Kyriacou & Franziska Köder (University of Oslo)

Background

Idioms (*take the wheel* = "to take control of a situation") can be a stumbling block for second language (L2) speakers (Ellis, 2008; Wray, 2002), who often resort to a literal-first interpretation (*take the wheel* = "to grasp the wheel of a vehicle with one's hands"; Senaldi & Titone, 2022). Intriguingly, in a recent visual world eye-tracking study, Milburn et al. (2021) observed interference from figurative targets (e.g., an image of a *table* for the idiom *turn the tables*) than distractors in literally-biasing sentences (e.g., "*To reach his destination, Chia-Ming turned the _____*."; where *car* was the target). Specifically, although participants selected the correct picture, they exhibited higher looks to the figurative targets. The authors concluded that advanced L2 users may overcome the literal-first bias and start overextending idiom use regardless of contextual fit, because idioms are special phrasal configurations benefiting from top-down predictability.

Method

In our study, we investigate this by using an eye-tracking reading paradigm. Participants read identical sentences containing (a) idioms in their literal sense (ID-LIT), or (b) nonidiomatic literal phrases (LIT-LIT; for examples, see Table 1). The latter were formed by replacing the final idiom noun with another that matched in length and phrasal cloze probability. We used the same idioms as in Milburn et al. (2021) and are recruiting participants from a similar population (i.e., Norwegians with English as an L2).

Hypothesis

We hypothesise that overextending L2 idiom use in inappropriate contexts entails that the figurative meaning of an idiom is highly activated by default, thus potentially interfering with activation and/or integration of the literal meaning of the phrase. Focusing on the examples, interference should manifest as longer reading times for *broke his back* and *fell off the map* than *broke his nose* and *fell off the wall* respectively, since the former have alternative, figurative interpretations (i.e., *break your back* = "put great effort into achieving something"; *fall off the map* = "to become unpopular"). Alternatively, if advanced L2 users are still affected by the literal-first bias we would expect identical processing between these phrases, suggesting little or no activation of the figurative meaning.

Study timeframe

The study is currently active, and we aim to test 46 participants by the end of July 2023. At ASeFoLA we are presenting a poster to describe our design and show preliminary findings.

Table 1 - Example stimuli sentences

Idiom	Condition	Example stimulus
Break your back	ID-LIT	James needed to stay in hospital for a month because he **broke his back** in a car accident.

Break your back	LIT-LIT	James needed to stay in hospital for a month because he **broke his nose** in a car accident.
Fall off the map	ID-LIT	Susan used colourful pins to mark out the places she wanted to visit on the Atlas, but they annoyingly **fell off the map** a second later.
Fall off the map	LIT-LIT	Susan used colourful pins to mark out the places she wanted to visit on the Atlas, but they annoyingly **fell off the wall** a second later.

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A Survey of English Loanwords Use in University Students' English Writing
Sumie Akutsu (Toyo University)

This presentation describes the levels of language awareness in terms of Katakana loanwords in English language teaching of university students in Japan. In order to discuss the potential benefits of Katakana loanwords in English Language Teaching, this paper will outline the background of the research objectives, describe how the writing data was collected, explain how the questionnaire was constructed and conducted, and examine some of the implications of the preliminary research.

The Japanese language has an extensive history of adopting words from foreign languages and these "loanwords" are an increasingly significant component of the Japanese language (Shibatani, 2008; Coulmas, 2009). While most standard loanwords entering the modern Japanese language have come from English, a variety of new examples are constantly appearing in the news, in advertising, in games and in politics, which proves loanwords are also an integral part of major socio-economic functions in Japanese society (Miura, 1979; Stanlaw, 1992; Daulton, 2007).

For learners of English with L1 being Japanese, however, loanwords can be a source of potential frustration due to their linguistic and phonetical aspects (Carroll 1992; Daulton 1998). Although some knowledge of loanwords can help learners increase their vocabulary, the use of English loanwords can be a common source of errors, especially where the meaning has shifted when added to the Japanese lexicon. Therefore, an understanding of the reasons behind these types of errors, seemingly caused by confusing the roots of loanwords, has the potential benefit of promoting better language awareness and thus the knowledge and use of English loanwords can help increase overall vocabulary and writing ability.

This study aims to examine how loanwords can be better targeted and utilized in order to increase students' English skills by analyzing how these words can be a source of trouble for Japanese learners of English. To investigate the current issues with loanword usage, an analysis was made of English learners' written works and a follow up interview was conducted with selected learners. This paper suggests that raising Japanese students' awareness of loanwords with an emphasis on linguistic differences can be an effective means to help students improve their writing skills in English.

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The errors in expressing possession in Romanian Interlanguage: An overview
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Romanian resorts to various means of encoding possession (for an overview, see a.o. RG 2013: 172-178, 302-314; GALR 2008 I: 232-240, vol II: 62-32, 441-449; Niculescu 2008): the genitive (1c', 2c'), the possessive adjectives (1a'), the definite article (2b'), the possessive dative (2a') and accusative (1b'), as well as adnominal clitics, the preposition *de* and others.

Our paper aims to offer an overview of the difficulties and errors in expressing possession in Romanian as non-native language based on a learner corpus under construction (LECOR, for description, see Mîrzea Vasile 2020); there is no such overview until now. The errors typology will contain the types below, to which others will be added:

1. formal errors in possessive adjective (for ex., erroneous gender, number, case agreement of the possessive adjective, see (1a)), in (genitive, dative or accusative) pronouns (1b), in genitive noun inflection (1c), etc.:

(1)   a.   ...important   în   **viața**   **nostru**. (Fem., A2, French – LECOR)

            important   in   life.FEM.SG.ACC   our.MASC.SG.ACC
Correctly:
       a'.   ...important   în   **viața**   **noastră**
            important   in   life.FEM.SG.ACC   our.FEM.SG.ACC
            'in our life'
       b.   ...mulți oameni,   când   începe

many   people.MASC.PL.ACC   when   start.PRES.3SG
să   le   doară
SĂ.SUBJ   CL.FEM.3PL.ACC/CL.MASC=FEM.3PL.DAT
hurt.PRES.3SG
capul...
(Fem., A+, Turkmen)
head.NEUT.SG.NOM.DEF
Correctly:
       b'.   ...mulți oameni,   când   începe
many   people.MASC.PL.ACC   when   start.PRES.3SG
să   îi   doară
SĂ.SUBJ   CL.MASC.3PL.ACC   hurt.PRES.3SG
capul...   (Fem., A2, Turkmen)
head.NEUT.SG.NOM.DEF
'…many people, when their head starts to hurt'
       c.   …viteza   poluarei   (Male,   A2-B1,
Korean)
speed.FEM.SG.ACC   pollution.FEM.GEN.DEF
Correctly:
       c'.   ...viteza/rapiditatea   poluării
speed.FEM.SG.ACC   pollution.FEM.GEN.DEF
'…the rate of pollution'

2. misuses of the means of expressing possession (substitutions, additions, omissions, etc.), for ex., the erroneous use of the possessive adjective/personal pronoun in genitive instead the possessive dative (2a), the inalienable possession overmarking (2b), the functional element AL omission (2c):

(2)   a.   El   iubește   foarte mult
he   love.PERS.3SG very   much
iubita   lui.   (Fem., A1, Albanian)
girlfriend.FEM.SG.ACC.DEF   he. MASC.3SG.GEN
Correctly:
       a'.   (El)   își   iubește   foarte mult
iubita/prietena.   (he)   CL.3SG.REFLEX.DAT
love.PERS.3SG very   much   girlfriend.FEM.SG.ACC.DEF
'He loves his girlfriend very much.'
       b.   ...apoi ma   pieptăn
then   CL.PERS.1.SG.ACC   comb.PRES.3SG

parul   **meu**.   (Male, A2, Arabic – LECOR)
hair.MASC.SG.ACC.DEF   my.MASC.SG.ACC
Correctly:
       b'.   ...apoi (**îmi**)   pieptăn   **părul**
then   CL.PERS.1.SG.DAT   comb.PRES.PERS.1SG
hair.MASC.SG.ACC.DEF
'…then I comb my hair'
       c.   Mama   vitregă
mother.FEM.SG.NOM.DEF   not-natural.FEM.SG.NOM.DEF
ei...   (Fem., A2, Greek)
she.FEM.3SG.GEN
Correctly:
       c'.   Mama   vitregă   a   ei...
mother.FEM.SG.NOM.DEF   not-natural.FEM.SG.NOM.DEF A
she.FEM.3SG.GEN

'her stepmother'

3. *possessum* and possessor misidentification/mix-up

(3)   a.   Mamei   fată   îi   da

mother.FEM.SG.GEN   girl.FEM.SG.GEN=DAT   CL.PERS.3SG.DAT
give.PRES.3SG   un   coş…   (Male,   B1, Persian)
a   basket

Correctly:
a'.   Mama   fetei   îi   dă

mother.FEM.SG.NOM   girl.FEM.SG.GEN   CL.PERS.3SG.DAT
give.PRES.3SG
un coș…
a basket
'The girl's mother gives her a basket'

Besides errors identification, description and classification (in line with the error analyses studies, among which Corder's one from 1981 is well known), we aim to carry out a quantitative errors analysis, in order to be able to rate the types of errors and to make plausible predictions, for ex., about the chronological pattern of acquisition of agreement in gender, number, case, person of possessive adjectives, about the preferred means of expressing inalienable possession. In our qualitative analysis, we will take into account many variables, a.o the native language of the authors of the corpus samples is very important; a native of Slavic languages (see Šarić 2002), of Romance languages or of German (see Sánchez López 2007) is more likely to understand and use possessive dative structures than a student with a native language where there is no such possessive dative.

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Patterns of language maintenance among Algerian Arabic speakers in France
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Language maintenance denotes the continuing use of a language (a minority or heritage language) in spite of the pressure on that language from a dominant linguistic group. In opposition, language shift signals a failure of maintenance and a move towards the use of dominant/majority language of the new society. Based on previous literature, the first and second generations of immigrants exhibit a somehow similar pattern of language use in terms of having a higher tendency to maintain their home language (Pauwels, 2016). Not unexpectedly, the same does not apply for third-generation speakers who are more likely to abandon their heritage language (Saltarelli & Gonzo, 1977). Drawing on questionnaire data, this study explores patterns of language maintenance among Algerian Arabic speakers in France. It seeks to compare three generations by examining different aspects (e.g., age, language proficiency, language use in the different domains, attitudes towards bilingualism, etc.) in order to gauge the degree to which each generation is maintaining the heritage language. Results from this study are expected to bring about a better understanding of the factors inducing change in language maintenance patterns among the Algerian community in France, whose case remains largely under-researched.

Keywords: Language maintenance, Heritage language, Language shift, Dominant language, Algerian Arabic speakers.

Teaching Italian as a foreign language and elements of its culture using digital media
Ioanna Tyrou & Konstantinos Mylonas (National & Kapodistrian University of Athens)

This paper is a case study of first-year students who were taught the foreign language and elements of the foreign culture in a laboratory (spring semesters 2021-22 and 2022-23), using digital and multimodal media. Students worked weekly on group assignments, encountered multimodal materials in the foreign language (e.g., texts, videos, photographs, audio documents, artworks, paintings, sculptures, virtual tours of cultural sites, museums, etc.), they chose from the proposed activities and prepared oral and written presentations with their group, using collaborative, and digital environments (Google docs and Google forms). The objective of the laboratory courses was the development of the skills of the Common European Framework of Reference for Languages in alternative ways (understanding of spoken and written language, production of spoken and written language, oral and written interaction) and the collaborative study of cultural elements of the foreign language, developing a variety of literacies. This study reinforced the findings of previous studies on the benefits of using Google Docs as a digital platform for collaborative writing (Yim et al. 2017) but also for the multimodal nature of authentic student-produced texts (e.g. digital stories, posters, videos, blog posts, etc.) inside and outside the classroom (Yi et al. 2020; Oskoz & Elola 2019), as well as collaborative writing that promotes linguistic and mutual scaffolding (Author; Storch 2019 ; Mimi &, Storch, 2017), reinforcing writing as a motivating learning experience (Akoto 2021). Some examples of cultural activities were: virtual museums (Cosenza, Trentino, Sicilia), virtual tour of theater and library (Cosenza), modern art museum (Acri), temples of various paces (Palermo, Venezia, Roma, Milano, Firenze, Padova), sea museum and aquarium (Genova), Pompeii, Naples legends, sights (Bologna, Roma, Milano), palio (Ferrara), Vaticano (Roma) and Uffizi (Florence) museums, castles and lakes (Lombardy, Toscany), towers (San Gimignano), museum of natural history, of glass, of clothes-perfumes (Venezia), mosaic art (Ravenna), architecture (Urbino, Perugia), museum of cinema, egyptian museum (Torino), etc. Students read, listened, and explored material

in the foreign language, expressed themselves, and they interacted in their groups using the foreign language. Also, upon completion of the courses, in a questionnaire they expressed their satisfaction for the effective, group creation of google docs and google forms environments in the foreign language, for the research of the digital, cultural material for their activities, for improving their writing skills in digital spaces, and for the information and knowledge they received, which can be used inside and outside the foreign language classroom.

Keywords: L2 learning, digital media, Google Docs and Google Forms, collaboration, multimodal material

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Burden or Asset? Instructors' Perceptions of their Turkish Identities in EFL Classrooms in Turkey

Amanda Montes, Billur Ülkü & Miguel Fernández Álvarez (Northeastern Illinois University, Kadir Has University, Universidad Politécnica de Madrid)

Many universities in Turkey have taken to using English as a Medium of Instruction (EMI) and therefore, also have as a part of students' preparation for their core curricula, the inclusion of an English Preparatory Program (EPP), such as the place of employment of participants included in this study. As a result of this widespread teaching and use of English in contexts all over the world, comes the development of more and more varieties of English created and used by communities with no historic and cultural ties to the English language. Thus comes the term glocalization which refers to the ways a global commodity can be tailored to the local needs of a particular community, which in this case can be seen with English.

For this presentation, we share our analysis from data collected in the form of interviews with instructors from one private university in Istanbul with the aim of understanding how their cultural identities can affect their perceptions of themselves as English instructors to students from the same or similar cultural and linguistic backgrounds as them. The data from interviews were coded and then analyzed with the help of NVivo 12. Participants' responses were classified and the data were

examined to allow us to identify trends from our interviewees' impressions of their work as EPP instructors, which were used to draw conclusions about their perceived strengths and weaknesses as instructors as they relate to the cultural background affinity that they may or not to have with their students.

The results will be used to broaden our understanding of the culturally responsive approaches that can potentially be utilized in the program curricula to provide more appropriate professional development opportunities for this university's faculty members. Additionally, the ways in which the instructors share their perspectives in being agents of the glocalization of English in Turkish university contexts is also imparted.