



8th International Pedagogic and Linguistic ERL CONFERENCE

**EDUCATIONAL ROLE OF LANGUAGE – LANGUAGE in ACTIONS, ACTIONS in
LANGUAGE**

Poznań (Poland), 5-6 June 2025

BOOK OF ABSTRACTS AND EXTRAS

Day 1: June 5, 2025 (Thursday)

PLENARY SESSION

LLM chatbots as intelligent and patient teachers? Learning English vocabulary with chatbots

Robert Lew (Adam Mickiewicz University in Poznań, Poland), Full Professor

In recent years, Generative Artificial Intelligence (Generative AI, GenAI) has entered many domains of life and activity. For the ERL community, this probably implies extending the 'Language' part to AI Language Models. What role will they play in education, and should they be seen as a blessing or a threat to the (human) teaching profession? My background is in lexicography and (to a lesser extent) language learning and teaching, and in my talk I'd like to discuss the changing role of the traditional tool of choice in the context of language learning, that is dictionaries, now that AI Chatbots are here. I will start by briefly explaining how this emerging technology works. Is it more than the 'stochastic parrot' that some see it as? Next, I'll look at the three canonical dictionary-supported tasks of translating, reading, and writing to see to what extent these tasks can be done well with today's AI technology. I will then present findings from several recent and ongoing studies where I systematically compare the success of English language students using traditional dictionaries versus popular chatbots such as ChatGPT, Copilot, and Gemini, when challenged with lexical tasks. Finally, I look at the emerging evidence of lexical learning (delayed retention) from such encounters to try and tackle an often-voiced concern that while students may well complete tasks quickly and easily with the help of AI chatbots, they won't learn from the experience.

Sustainable development goals through problem-based learning in language teacher education

Aleksandra Wach (Adam Mickiewicz University in Poznań, Poland), Associate Professor

In the face of unprecedented environmental threats resulting from climate change, it is vital that young people are educated about how to live sustainably and how to take action to save the planet for future generations. To this end, education for sustainable development embraces learning within three dimensions: cognitive (building a knowledge base), socio-emotional (developing social skills and empathy), and behavioral (encouraging action) (UNESCO, 2017, 2024). In order to meet these aims, teachers themselves need solid education about sustainable development and ways of implementing it into their teaching (De la Fuente, 2021; Maijala et al., 2023). Problem-based learning (PBL), an innovative self-directed collaborative approach to education, in which students solve real-life, profession-oriented problems, seems to be particularly appropriate to enact action-oriented skills in pre-service teachers. This approach stimulates students' cognitive engagement, develops their critical thinking, collaboration skills, reflectivity, and creativity, all of which are essential competencies of a modern educator (Barrett & Moore, 2011; Dabbagh, 2019). In its first part, the presentation will focus on the notion of sustainable development in (language) education. Next, it will report the results of a small-scale action research which aimed to investigate the effects of a PBL-based English language teacher training course on broadening pre-service teachers' knowledge about sustainability and its role in English teaching. Within their training, the participants ($N = 20$) designed lesson scenarios related to "Sustainable Development Goals" (United Nations Foundation, 2023). The qualitative data, collected over two semesters through self-assessment sheets, focused group and individual interviews, and the tutor's fieldnotes, revealed enhanced knowledge of sustainable development goals and awareness of why and how they should be implemented in education. Some participants described the course as a formative experience of substantial importance to their personal and professional lives. The didactic implications concern ways of transforming language teacher education courses so that future teachers take the responsibility to act toward a brighter future.

Carving events for language: where action meets word

Roberta Michnick Golinkoff (University of Delaware, USA), Unidel H. Rodney Sharp
Professor

Events are continuous. Our perception of them is not. Remembering the past and predicting the future demand that we parse events into components that will also lay the foundation for language learning. In this talk, we present a series of studies designed to examine infant attention to and interpretation of event structure. Using Mandler (2012) and Talmy (2000) as our inspiration, we find that infants are sensitive to event components like paths and manners and figures and grounds, among others. Infants also detect statistical relationships within event components that allow them to abstract predictable patterns with relatively little exposure. Finally, our work suggests that infants use both bottom up and top down processes to parse continuous events into the categories of experience. We explore several ways in which these new findings on event processing might interface with cognitive development and the acquisition of language.

GROUP SESSION 1: SPOKEN LANGUAGE

Wordless-books-triggered conversations

Ivana Vargová (Slovakia, Constantine the Philosopher University in Nitra), Mgr., PhD.

The aim of the presentation is to demonstrate the methodology of the upcoming picture book publication which develops foreign language vocabulary and social-emotional skills of young learners from the age of 6 to 11. The picture publication is divided into several teaching units respecting the topics of primary school curriculum. It contains emotionally coloured pictures representing a selected number of vocabulary in each teaching unit which invite the young learners to a spontaneous conversation with the teacher and with other learners using basic grammatical constructions. All collected pictures and examples of stories were drawn by young learners who will work with this picture book publication. Part of the upcoming publication will be a multilingual dictionary (Slovak, English, German, Italian, Spanish, French and possibly other languages) which makes the publication applicable to any language. The presentation is part of the Cultural and Educational Grant Agency (KEGA) under the contract No. 006UKF-4/2024.

Between construction and destruction of the speaking ego at university

Michał Daszkiewicz (Poland, University of Gdańsk), Dr

Andre Kurowski (United Kingdom, University of Chichester), Dr

University staff have found that childhood studies students are reluctant to speak their minds in class, and this research was designed to find out what childhood studies students think and feel about verbalising their thoughts in teaching sessions. It is an opportunity to inform staff about the way childhood studies students understand the action and value of speaking in front of others in teaching sessions. This research aimed to find out how childhood studies students feel about speaking in general and speaking in class, how often and why they speak in learning environment, the relationship between speaking and learning, and the effect the presence of others has on speaking in class. The research was set against a conceptual framework which includes affectivity- how students feel about speaking in class, axiology- what value students place on speaking in class, psychomotor skills- the relationship between cognitive functions and speaking, cognition- the relationship between speech and understanding and learning, and sociality- speaking in the presence of others. The research was intended to have a direct impact on how learning environments and teaching methods are planned to meet the needs of students and inform staff on childhood studies programmes how to use speaking in class sessions and in assessment tasks.

Language as a catalyst of holistic learning: integrating visual and verbal expression in education

Nejira Mulahmetovic (Bosnia and Herzegovina, International University Sarajevo), Assistant Professor

Nadira Puškar Mustafić (Bosnia and Herzegovina, International University Sarajevo), Assistant Professor

In an era of increasing diversity and evolving learner needs, education must serve as a catalyst for inclusivity, social progress, and empowerment. This paper explores how language both visual and textual functions as an active agent in holistic learning, fostering interdisciplinary connections that integrate cognitive, emotional, and self-awareness dimensions. Drawing on the theories of John Dewey, Rudolf Steiner, and Paulo Freire, we argue that holistic education extends beyond knowledge acquisition to nurture critical thinking, creativity, and ethical consciousness, with language playing a central role in shaping meaning and engagement. Through a case study, we examine an interdisciplinary project bridging typography and creative writing within a visual communication and language faculty. This initiative, culminating in an exhibition featuring over 150 student participants, demonstrated how the interplay between verbal and visual language deepens conceptual understanding, encourages self-expression, and enhances emotional engagement. The project reinforced Freire's vision of language as a tool for empowerment and Dewey's emphasis on experiential learning, showing how students actively construct knowledge through linguistic and visual storytelling. Beyond this case study, we consider the broader implications of language as action in holistic education. Traditional models often compartmentalize knowledge, whereas an integrated approach fosters interconnectedness, critical consciousness, and adaptability. Incorporating insights from Lev Vygotsky and contemporary research, we highlight the role of language and affective learning in student development, emphasizing empathy-driven teaching as a catalyst for meaningful educational reform. Ultimately, we advocate for rethinking pedagogy through a holistic and language-centered lens, ensuring education remains a force for transformation, inclusion, and deep comprehension in a rapidly evolving world.

GROUP SESSION 2: WRITTEN LANGUAGE

Integrating prompt writing into EAP curricula: Insights from PhD students' prompt writing development

Linda Lin (Hong Kong, The Hong Kong Polytechnic University), Dr

Generative AI (GenAI) has been increasingly recognized for its ability to assist students in academic writing, and students can benefit most from these technologies by using well-crafted prompts. This development has introduced a new role for English for Academic Purposes (EAP) teachers: enhancing students' AI literacy. This role involves teaching students how to write effective prompts, critically assess GenAI-generated feedback, and understand the limitations of GenAI. For instructors, particularly those working with PhD students who have varying levels of AI literacy, this can be a challenging task. While robust studies have discussed EAP teachers' efforts in developing students' AI literacy, there is limited focus on how students can collaboratively enhance this literacy. This study aims to bridge this gap by reporting on the findings of an EAP course for PhD students at a major university in Hong Kong. The course integrated prompt writing into the curriculum by creating a platform for students to share their experiences in leveraging GenAI for academic writing, including crafting prompts. Both qualitative and quantitative data were gathered for the study. The findings reveal how EAP teachers can foster PhD students' AI literacy through self-directed learning.

Offense and humor in literature and the development of critical and emotional reading skills

Harald Bergh (Norway, Inland Norway University of Applied Sciences), Assistant Professor

It can be challenging for the reader to see the comic elements in literature. It can also be difficult to illuminate humor through work with literature in the classroom, in literature didactics. At the same time, humor can also be explained or discussed with the help of humor theory. Readings in the light of humor theory can be a starting point for the development of both critical and emotional reading skills, or literacy. For example, seeing the humorous in how fictional characters fumble and fail in their communication with each other, can perhaps help to better cope with encounters with each other in real life, where both critical sense and humor can be said to be useful resources.

Students' awareness of pragmatic aspects and its impact on translation performance

Milena Sazdovska Pigulovska (North Macedonia, Ss. Cyril and Methodius University), Full Professor

Sonja Kitanovska Kimovska (North Macedonia, Ss. Cyril and Methodius University), Associate Professor

Solzica Popovska (North Macedonia, Ss. Cyril and Methodius University), Professor

Translation is considered as an act of interlingual interpretive language use (Alves 2020). In recent years there is growing interest and research at the interface between pragmatics and translation. The focus of scholarly research nowadays is placed on a multitude of topics, such as pragmatic competence in translator training (Alos 2015), pragmatic awareness in translation (Atashian, Al-Maamari 2024), interrelation between pragmatics and translation quality (Ali Alsairi, Qadha 2024), pragmatics in machine translation (Rothkegel 2003; Farwell, Helmreich 2023), automated translation and intercultural pragmatics (Valdeón 2022), etc. This paper aims to explore undergraduate students' awareness of translating pragmatic aspects and its possible impact on translation performance. For that purpose, a cross-disciplinary study is conducted among undergraduate students at the Faculty of Philology in Skopje, North Macedonia, who completed a pragmatic-translation questionnaire which examines their pragmatic competence and awareness. The purpose of the questionnaire is to measure the pragmatic awareness of translation students, to assess the quality of students' translation in relation to their pragmatic awareness, and to determine a possible relationship between pragmatic awareness and translation performance. Based on a mixed method approach involving a combination of quantitative and qualitative data analysis, the results demonstrate a positive relationship between pragmatic awareness and translation performance. Namely, the results of the study show that pragmatic awareness plays a crucial role in ensuring precise and effective translation and that translators with strong pragmatic competence can recognize implied meanings, cultural nuances, readership sensitivity, speaker intentions and emotive aspects, taboo and censorship, etc. thus providing that translations are not just linguistically accurate but also socially and culturally appropriate. Keywords: pragmatic awareness, pragmatic competence, translation, translator training

GROUP SESSION 3: DIGITAL SUPPORT

Writing – thinking – action. Are writing skills necessary in the times of GPT? – a review of research

Anna Dąbrowska (Poland, University of Warsaw), Associate Professor

Does learning to write change human thinking and how? What habits does it shape in perceiving reality and acting? What cognitive effects does improving writing skills have? Do these skills gradually transform human thinking and linguistic action and how? Finally, is writing necessary in the times of GPT? The aim of the presentation is to present the most interesting research results related to the relationship: writing skills – thinking – action.

Rhetorical strategies in digital storytelling: analyzing ethos, pathos, and logos in short video presentations

Giuli Shabashvili (Georgia, Ivane Javakhishvili Tbilisi State University), PhD

Ketevan Gochitashvili (Georgia, University Geomedi), Doctor, Professor

The study explores the application of Aristotle's rhetorical triangle — ethos, pathos, and logos — in short video presentations from the series "One Minute on Maestro." These videos, created on diverse topics with free-choice presentation styles, feature Georgian respondents from various professions, backgrounds, ages, and geographical locations, ranging from rural to urban areas. The study aims to analyze how different rhetorical strategies are employed to engage audiences, convey messages, and shape sociocultural discourse. The primary data consists of video presentations reflecting a range of themes, including motivational speeches, knowledge sharing, personal experiences (both positive and negative), and discussions of social issues such as health, justice, inclusion, and professional identity. This research employs discourse analysis to examine the rhetorical strategies used in the video presentations. A comparative approach is taken to assess the effectiveness of different rhetorical devices across professional, demographic, and thematic categories. The study also explores the intersection of persuasive communication, digital media, and sociocultural competence, highlighting how rhetorical appeals adapt to diverse communicative contexts. The findings reveal that ethos, pathos, and logos are dynamically interwoven, with an emphasis on emotional engagement (pathos) and credibility (ethos), while logical appeals (logos) often serve as a supporting mechanism. The study provides insights into how digital communication fosters rhetorical awareness and enhances sociocultural understanding. Through qualitative content analysis, key rhetorical patterns were identified, categorizing them into the three classical appeals:

- **Ethos:** Credibility is established through references to historical figures and events, citations, and the authority of both Georgian and international experts.
- **Pathos:** Emotional engagement is fostered through hyperbolization, repetition of key messages, rhetorical questions, emotional adjectives, adverbials, and oxymorons. Personal storytelling, motivational slogans, and direct appeals enhance emotional resonance.
- **Logos:** Logical structuring is observed in arguments supported by reasoning, linking words, phraseology, and direct calls to action.

The interplay between pathos and logos is evident, where motivational phrases and storytelling are often combined with logical arguments to reinforce persuasive intent.

The active role of language in Romanian teenagers' digital communication

Alina Resceanu (Romania, University of Craiova), Senior Lecturer

In the digital age, technology has transformed the way teenagers communicate, giving rise to new forms of linguistic expression that challenge traditional norms. This presentation examines the active role of language, focusing on Romanian teenagers' digital communication practices—such as texting, social media interactions, and instant messaging— and offering new insights into how language functions in action and how it can be used to enhance educational practices in the digital era. By analysing the performative aspects of their language use, including abbreviations, emoticons, and informal grammar, the study highlights how teenagers' linguistic choices function as speech acts that convey meaning, emotion, and social identity in digital contexts. Drawing on examples from both Romanian and English, the study argues that these innovations are not merely deviations from standard language but active, intentional acts of communication that shape and are shaped by the digital environment. The study also points out the need to further investigate the implications of these linguistic practices for language education, suggesting that educators can harness teenagers' digital communication habits to teach pragmatic competence and the performative nature of language.

GROUP SESSION 4: HUMAN ELEMENT

Language, actions, and taboos in pedagogy: navigating sensitive topics in the classroom

Maya Muhic (North Macedonia, South East European University), Professor

Aleksandar Takovski (AAB College, Kosovo), Associate Professor

Language and action are deeply interconnected, with taboos serving as powerful regulators of both speech and behaviour. In *Purity and Danger*, Mary Douglas theorizes that societies maintain order by classifying and regulating what is considered dangerous, impure, or sacred. In this context, language functions as a boundary-making tool, both reflecting and enforcing cultural perceptions of purity and impurity. Building on Douglas's framework, this paper explores how taboos influence the educational environment, shaping social interactions, reinforcing cultural boundaries, and influencing moral perceptions. The teaching of socially sensitive or taboo topics—such as race, gender, sexuality, religion, and political ideologies—often encounters resistance due to cultural norms, institutional policies, and personal biases. These topics, much like the impure elements in Douglas's theory, are frequently suppressed or avoided. However, engaging with them is essential for fostering critical thinking and intercultural competence. Drawing on the work of Evans, Avery, and Pederson on teaching controversial topics, this paper examines the pedagogical tensions surrounding these discussions and the ways they are framed in classroom discourse. To explore student perspectives, this study administers a questionnaire to a group of students at South East European University, investigating their comfort levels, concerns, and preferred methods for engaging with and talking about these sensitive topics. The findings highlight strategies for facilitating difficult conversations while respecting diverse backgrounds and institutional constraints. Ultimately, this paper argues that the suppression of language and taboo topics is not merely about controlling discourse—it is about power, identity, and the regulation of human action. Key words: taboo, cultural restraints, teaching, controversial topics

From words to actions: how my least favorite professor's communication style affects my emotional regulation in class

Ervin Kovačević (Bosnia and Herzegovina, International University of Sarajevo), Associate Professor

Social contexts often require us to self-regulate which emotions we convey and to what extent. We can put on a smile when we do not want to smile, show interest in a topic when we are not really interested in it, and suppress or amplify what we feel. We can also reframe negative thoughts or ask reflective questions to shift our mindset. Flight attendants, sales personnel, politicians, teachers, and other professions that seek specific feedback or want to come across as appealing, personable, friendly, or knowledgeable may often require a degree of surface or deep acting on emotions. This study explores how students regulate their emotions when sitting in a class delivered by their least favorite professor. Based on theoretical frameworks addressed in Gross and John (2003), Richmond and McCroskey (2000), Hall and Knapp (2009), Van Tilburg and Igou (2017), and Zimmerman (2000), we developed the Professor's Effect on Affective Communication and Emotion Survey (PEACE-S) to identify dominant communication styles undergraduate students ($n > 100$) perceived as least favorite and the students' strategies employed in coping with them. The coping mechanisms were hypothesized to be triggered by boredom in class and consisted of reappraisal, suppression, avoidance, distraction, social support, and acceptance. Key words: Emotional Regulation, Communication Style, Coping Mechanisms, Boredom, Reappraisal, Suppression, Student Engagement

Gender base violence

Ibrahim Tailu Koroma (Sierra Leone, Fourah Bay College)

Joe Ad Alie

Aisha Ibrahim Fofana

Day 2: Friday 6, 2025 (Friday)

Workshop: Research involving ethnic community

Shreya Barbara (India, Iksha Education and Research Centre), Dr, Founder

Rupanjoli Hazarika (India, Suren Das College), Dr, Assistant Professor

An ethnic community shares a common cultural background, ancestry, language, traditions, and identity. Research Involving ethnic community requires culturally sensitive and ethical approach, which should be an imperative focus of the researcher.

The workshop aims to sensitize researchers, practitioners, and students to adopt ethical research methodologies, inclusive approach, and culturally responsive research practices.

The outcome of a research should include positive knowledge exchange, foster sustainable, trust-based collaborations and enhance community based engagements.

Topics to be covered :

- Approaches to research involving ethnic community
- Ethical considerations and principles
- Cultural competence of researchers : Knowledge, Respectfulness and Sensitivity
- Approaches to Field Work
- Methodology :
 - Culturally Appropriate Questionnaire Design
 - Community-Based Participatory Research
- Data analysis and interpretation
- Long-term engagement with focus on sustainable community based collaboration

Examples from workshop presenters' research experiences across Assam, India will be discussed, revealing the true essence of community study.

Future Prospects on research collaboration with the esteemed participants will be introduced.

Dr. Rupanjoli Hazarika is an Assistant Professor in the Department of English, Suren Das College, Assam, India. She has 17 years of experience in English language teaching and also expertizes in ethnic community research. Dr. Hazarika holds a Doctorate Degree with her thesis titled "*The Rama Katha Traditions among the Karbis, Tiwas and Pati Rabhas of Assam : A Folkloristic Study*" from Gauhati University, India . She has done extensive research in the Karbi Anglong region, Morigaon and Goalpara in Assam.

Further she is a double MA degree holder (English and Linguistics and English Language Teaching (LELT) In her College, she conducts workshops, seminars and other activities for women empowerment. She has prominent paper presentations and publications on Karbi, Tiwa and other ethnic communities and their sustainable development. She can be contacted at hazarikarupanjoli06@gmail.com

Dr. Shreya Barbara has more than 20 years of experience as a neuro-cognitive linguist, a tourism specialist and researcher with special expertise in children with special needs, language and communication studies, experiential rural tourism, ethnic community research including culture, sustainable development, women empowerment in North East India. She has multiple research paper presentations and publications while she also conducts orientations, trainings, workshops, curriculum development across India on these issues.

She is the Co-Founder of Landscape Safari, a tour organization and Founder of Iksha Education and Research Centre, both located in Assam, India. She holds a Doctorate degree in Linguistics from Jawaharlal Nehru University, India with her thesis titled *Assessment and Therapeutic Test Batteries for the Autistic; Language and Communication Development*. She can be contacted at shreyajnu@gmail.com

PLENARY SESSION

What do bilinguals expect from bilingual education?

María Elena Gómez Parra (Spain, University of Cordoba), Full Professor

Robert Espejo (Spain, University of Cordoba), Professor

This study addresses a significant gap in the literature by examining Spanish students' perceptions of the expected benefits of their bilingual education, particularly regarding their views on internationalization, mobility, and the development of intercultural competence. Drawing on theoretical frameworks of bilingual education (Baker, 2011), internationalization in education (de Wit, 2015), and intercultural competence development (Deardorff, 2020), this research provides a comprehensive analysis of how students anticipate utilizing their bilingual education in an increasingly globalized world. As part of the "Future of Bilingual Education" project (FoBE - PID2021-1270310B-100), funded by the Spanish Ministry of Science and Innovation, the study compares perspectives between bilingual and non-bilingual program students, while also considering gender as a variable. The research focuses on upper secondary education (4th ESO), pre-university (2nd Bachillerato), and university students in Spain, analyzing their expectations regarding the application of their bilingual education beyond their current educational stage. This pioneering study in the Spanish context has significant implications for educational policy, pedagogical practices, and internationalization strategies in bilingual education.

References: Baker, C. (2011). Foundations of bilingual education and bilingualism (5th ed.). Multilingual Matters. de Wit, H. (2015). Internationalization of higher education. European Parliament. Deardorff, D. K. (2020). Manual for developing intercultural competencies: Story circles. UNESCO Publishing.

When a song becomes a weapon: Propaganda songs for children in totalitarian political systems of the 20th and 21st century

Małgorzata Pilecka (Ateneum Academy in Gdańsk, Poland), PhD, Associate Professor

According to Oliver Thomson, the idea of using art to manipulate worldviews and gain supporters dates back to ancient times. Music, including children's songs, turned out to be particularly useful in this regard, because it brings "many different elements to the field of propaganda, but in particular it creates the expected mood in listeners and evokes the projected emotions in them" (Thomson 2001: 5). The aim of this speech is to present examples of children's songs created and distributed for the needs of selected totalitarian systems of the 20th and 21st centuries, including: fascist Italy, the Third German Reich, the Polish People's Republic, the Soviet Union, Japan and North Korea. Basing on them, the author emphasizes how linguistic and musical means used in children's songs can influence their attitudes, behaviour and actions.

GROUP SESSION 5: SCHOOLING

Integrating drama into education: theoretical foundations and contemporary challenges

Miroslav Kolar (Slovakia, Constantine the Philosopher University in Nitra), Mgr

Zuzana Sándorová (Slovakia, Constantine the Philosopher University in Nitra), Doc. Mgr, PhD

This literature review aims to provide comprehensive evidence on the theoretical background of drama-based learning in language education. By establishing a strong theoretical framework, the review introduces key theories underpinning drama pedagogy, explores its integration within broader communicative methodologies, and contrasts it with traditional teaching approaches. Our main findings indicate that, compared to traditional methods, drama enhances student engagement, communication skills, and confidence while reducing language anxiety, making it a highly effective tool for language acquisition. However, challenges such as limited teacher knowledge, insufficient class time, and a lack of structured programs persist, underscoring the need for enhanced teacher training, better resources, and a more standardized approach to drama in education. The review also identifies practical recommendations for implementing drama effectively in language classrooms.

Global citizenship in bilingual education: assessing learners' perspectives across educational level

Patricia Arnaiz Castro (Spain, University of A Coruña), Associate Professor

José Ángel Roldán Casas (Spain, University of Córdoba), Professor

Investigating how learners integrate perspectives on bilingualism into their personal frameworks and worldviews, as well as examining the influence of bilingual education programs on shaping their social identities, constitutes key research areas in understanding the development and expansion of bilingual education in Spain and beyond. This study takes this approach by examining students' views on the opportunities and benefits that bilingualism brings to their lives. The research is supported by the competitive Spanish project Future of Bilingual Education (FoBE)" funded by the Ministry of Science and Innovation (ref. no. PID2021-127031OB-I00). Two groups of students from different parts of Spain answered the questionnaire designed by the project researchers: 1642 of them were completing their fourth year of secondary education and 742 were in their final year of their baccalaureate. The aim of the present research was to identify the levels of self-perceived global citizenship among students in bilingual programs and to examine differences across two educational levels. The results indicate that, in both groups, self-perceived global citizenship levels are above 6 (on a 10-point Likert scale), with no statistically significant difference between the two groups. However, a significant difference was observed between male and female students in the older group. By including the two groups of students at different educational stages, this study offers insights into how bilingual education influences perceptions of global citizenship across levels and genders. The findings contribute to understanding bilingual education's impact on students' worldviews and social identities, informing future educational policies and practices in Spain and beyond.

How to express actions in the two written varieties of Norwegian – teaching and learning grammar and style

Jens Skarkerud Haugan (Norway, Inland Norway University of Applied Sciences), Dr

In line with the overall topic of this year's ERL conference, Language in Actions – Actions in Language (2025), we will go to the linguistic core of the word action and investigate in what way actions are expressed in the two varieties of Norwegian, Bokmål and Nynorsk, by using the verb (to) do, i.e. gjøre (Bokmål) or gjere (Nynorsk). The fact that there are two different spellings in the infinitive and the present tense form (gjør vs. gjer) makes it (to some degree) possible to distinguish Bokmål from Nynorsk in a corpus search. Due to the different history and development of the two written varieties of Norwegian, there may oftentimes be a different way of using certain expressions. The development of Bokmål started by keeping the Danish written language and changing orthography, lexicon and grammar over time to make it more Norwegian. The linguistic "ideal" and reference for this written language was urban Norwegian, i.e. the way middle- and upper-class people spoke in Norwegian towns, so-called "educated speech". Educated speech was highly influenced by the written language, i.e. Danish at that time. Nynorsk, on the other hand, was developed on the ground of rural Norwegian dialects with a conscious goal to avoid urban "Norwegian", which was considered imperfect Norwegian because it was too "Danified". Rural Norwegian was less influenced by written Danish and, hence, had a natural oral style. This oral style is basically an ideal and a reference for Nynorsk, i.e. the other Norwegian written variety. Ivar Aasen, the "founder" of Nynorsk, explicitly stated that one had to free oneself from the modern Danish style. From a language teaching and learning perspective, one didactic approach would be teaching and learning the differences between the two written varieties. Many Nynorsk coursebooks explicitly mention the so-called "noun disease" as a Bokmål style that should not be transferred to Nynorsk. Noun disease is a term coined for excessive use of nouns or paraphrasing with a verbal noun instead of using an active verb. One example may be to write "to do learning" instead of just "to learn". As teachers and editors, we are typically advised to comment on and possibly suggest changes in Nynorsk texts with (too much) substantivization of verbs. The present study is trying to investigate how constructions with the verb gjøre/gjere (to do) are expressed in the two written varieties of Norwegian to provide further and more concrete documentation for teaching and learning Nynorsk as an alternative written language.

Language output: cognition-affection-behavior triangle at individual and collective levels

Mart Rannut (University of Tartu, Estonia), PhD

Verbal output of individual speakers is just a part, though most explicit, of the sociolinguistic environment/context at large. Behind this are hidden our knowledge (including language), emotions and behavior that altogether constitute integral whole of the message transmitted. We can express our attitudes through our discourse and actions (simultaneously). Also, any newcomer joining the new language community has to learn besides language also attitudes and consistent behavior. However, neither the message conveyed and behavior demonstrated needs not necessarily demonstrate real and true attitudes, due to possible manipulation and other malpractices (cf. the will of the nation in North Korea!). Therefore one has to acknowledge the rules, beliefs and dominant attitudes exerted by the institutional system and reflected by the mainstream society. In the language domain, this is produced in the form of language policy, covering a wide array of issues, starting with language choice and usage in various domains, literary norm and medium in compulsory education up to minute details (choice of foreign languages at schools, the language rules at Eurovision song contest, language of the driver's licence exam, etc.). In the presentation the focus will be on various outcomes of the cognition-affection-behavior triangle at individual as well as at collective level of sociolinguistic environment and the implicit or hidden power component behind this.

Changing with age: our voice in teaching

Agata Rataszewska (Poland, Adam Mickiewicz University in Poznań), MA

Teaching a language makes us more sensitive towards voice. Does it influence the way we perceive our students' voices? Do we tend to mellow with age or still defend traditional approach to teaching intonation in particular? Do uptalk and vocal fry drive us mad? And finally, do we handle our own voices with care? These are some of the concerns to be shared during the presentation.

Language, identity, and resistance: constructing multidimensional awareness projects in medical English courses in Palestine

Anastasia Khawaja (Palestine, Arab American University), Assistant Professor

Amanda Khalaf (Palestine, Arab American University), Director of the Language Centre

In the Palestinian context, ESP courses such as Medical English must go beyond technical language instruction in order to reflect account lived experiences and socio-political realities. One of the ways to do this is to create projects such as a multidimensional health awareness campaign. This type of project not only impacts English language development, but also critical thinking and public engagement. Drawing on culturally responsive pedagogy, this presentation details the development of such a project that is centered around learners' identities, encourages reflection on local health challenges, and invites students to critically examine how they use language throughout the project process (Gay, 2018; Paris & Alim, 2017). Grounded in critical applied linguistics (Canagarajah, 2013; Darwin & Norton, 2015), the project helps students explore how language, identity, and power intersect in public health discourse. Presenters outline the project's stages—from collaborative research and media analysis to campaign design—and demonstrate how students come to see language not only as a professional skill, but also as a tool for empowerment and social action (Benesch, 2017; Norton & Toohey, 2011). Attendees will leave with practical ideas for adapting similar projects to their own ESP contexts, wherever they may teach.

Building a bridge through language: interethnic youth practices in Kosovo's divided education

Ivana Drenjanin (Poland, Akademia Ateneum in Gdansk), MA in pedagogy

This paper examines how practical, youth-driven language initiatives foster intercultural dialogue within Kosovo's ethnically divided educational systems. Drawing on interviews with civil society actors such as Kosovo Live, Qendra Multimedia, and Young Active Gračanica, the study explores how bilingual journalism workshops, youth-authored dictionaries, and collaborative storytelling through media and performance serve not only as educational tools but as interventions into a fragmented sociolinguistic landscape. While formal education continues to reflect ethnic and political divisions through parallel curricula and separate language instruction, grassroots programs have emerged to counteract this trend. By focusing on shared linguistic elements—such as the creation of "A Dictionary That Does Not Need Translation"—and encouraging bilingual engagement in journalism and creative expression, these initiatives create spaces where Serbian and Albanian youth engage in mutual learning and joint activities. The study applies Bush's "Two Faces of Education" framework to argue that while institutional systems often entrench division, language—when reimagined through youth-led initiatives—can become a mechanism for building more inclusive systems. Everyday linguistic practices, especially when embedded in collaborative and youth-centered environments, can help reshape identities and foster intercultural competencies in divided societies. These youth-driven initiatives highlight the role of everyday language use—not only in classrooms, but in informal, peer-based settings—as a powerful tool for rebuilding trust across ethnic lines. Rather than relying solely on institutional reforms, the study emphasizes the importance of bottom-up approaches where language becomes a shared space for creativity, critical reflection, and cooperation. Such practices, though small in scale, offer scalable models for more inclusive and flexible educational systems in post-conflict societies.

Mgeni ni baraka: A transdisciplinary study of host family participation in a university Swahili homestay program in Tanzania

Kaia DeMatteo (USA University of Massachusetts, Boston), PhD candidate

This qualitative study examines the lifeworlds of host families in a university Swahili homestay program in Tanzania to better understand hosts' motivations, benefits, and challenges while hosting foreign students from primarily Euro-American backgrounds. Previous studies have concentrated mostly on Spanish-speaking countries and other popular language destinations. I drew from Adichie's (2009) *The Danger of a Single Story* to move beyond dominant Euro-American discourses on host family narratives and to emphasize the importance of contextualized discourses among hosts' livelihoods. This study employed a transdisciplinary lens through phenomenological inquiry (Moustakas, 1994; Polkinghorne, 2005; van Manen, 2016) and grounded theory analysis techniques (Bryant, 2017; Saldaña, 2016) with support from relevant theoretical underpinnings of situated learning, communities of practice, and legitimate peripheral participation (Lave & Wenger, 1991; Wenger, 1998; Wenger et al., 2002; Wenger-Trayner & Wenger-Trayner, 2015) to substantiate hosts' narratives. Multiple interviews were conducted with eight host families. Findings identified relational linkages and local knowledge bases as contextually-grounded practices central to hosts' livelihoods. Throughout my fieldwork, hosts and other locals drew from a wide range of symbolic resources through oral genre, expressed in the form of Swahili proverbs, idioms, storytelling, songs, and other axioms, which served as artifacts to mediate teaching and learning experiences while also safeguarding intangible cultural heritage practices (Bigambo, 2021; Mulokozi, 2005; UNESCO, 2003). These narrative landscapes played a vital role in uncovering metaphorical lessons that reflect the host community's heritage, customary practices, livelihoods, and local identity rooted in the sociocultural, historical, environmental, and economical factors that brought local community voices to life. Homestay engagement eventually extended as an informal space for cultivating intercultural and intergenerational engagement and learning while generating shared agency with community stakeholders beyond homestay parameters among hosts, foreign students, hosts' children, and the surrounding community. Ultimately, hosts can serve as catalysts for meaningful engagement through the co-construction of knowledge sharing to broaden stakeholders' understanding of diverse ideologies, worldviews, and practices in future program planning and design across various linguistic and geographic contexts.

Significance of oral traditions in shaping our language, beliefs and thoughts; perspectives from the Karbi ethnic community in Assam, India

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Shreya Barbara (India, Iksha Education and Research Centre), Dr, Founder

INTRODUCTION Indian culture and history is significantly influenced by oral traditions, which have existed over thousands of years. According to Richard M. Borson (Folklore and Folklife, An introduction, 1982), Oral traditions, includes narratives, poetry, epics, proverbs and proverbial expressions, riddles and folk-speech. They further enhance social folk customs and folk art. They are transferred down from generation to generation in the form of stories, folk songs, myth, beliefs, and other forms of expression. In Assam, India, Oral traditions have prime significance even to this day where its diverse ethnic communities continue to nurture their oral traditions. Their culture, beliefs, rituals mirror traditions passed down to them. One such ethnic community is the Karbi community of Assam, with a rich oral tradition. **AIMS AND OBJECTIVES** This paper aims to highlight the Karbi oral traditions and their significance in shaping the community's language, beliefs and thoughts. The focus will be on Karbi Ramayana and Chomkan Festival. Karbi Ramayana brings out the coalesce of their beliefs and thoughts into the more established Valmiki Ramayana, an epic from ancient India. Evidently, the Karbi Ramayana has elements of Karbi traditions, distinct from any other depictions of Ramayana. On the other hand, the Chomkan Festival of the Karbi community is one of their unique celebrations in which they perform rituals for the deceased to liberate their soul and have their exclusive beliefs, rituals and performances.. **METHODOLOGY** For this paper, references are taken from the first author's intensive research on Karbi oral traditions for 6 years in Karbi villages of Ronghang Rongbong, Langarkhan, Maikransa, Longle Ethan, Belangso in Assam. Interviews and data collected from informants residing in villages are also included. To collaborate their views available primary and secondary sources have been studied. **DISCUSSIONS** Language, beliefs, and thoughts are intertwined and in turn shape the way we perceive, interact and even transform our world view. Our beliefs are determined by our cultural, religious, and societal factors. So much so that they determine our identity and values. Our environment, experiences, language and beliefs influence our thoughts and shapes our emotions and interpretation of our experiences. In literature, the epic Valmiki Ramayana has numerous versions aligning to ethnic language, beliefs and cultures. Karbi Ramayana is traditionally oral, which has its own characters, customs and beliefs. The story, at times deviates from The Valmiki Ramayana to infuse their traditional flavour to acknowledge in their own spirit. Not merely, the tale of Sabi Alun, as the Ramayana is known in Karbi, even their rituals and customs echo verses from it. For instance, the birth ceremony, purification rituals, death ceremony in the Karbi's have recitations from Sabi Alun. Further, in the Sabi Alun, Karbi cuisine is mentioned in details. Also, Rama is described as a farmer and a hunter, whereas Valmiki Ramayana's Rama is a prince who engaged in hunting during exile. There are various such elements discussed in this paper. Moreover, Sabi Alun, influences the healing and divination rituals of the Karbis. Mantras are chanted for ailments like fever (mantra : bi-aban), insect bite (mantra : ram-aporam), even treating epidemics (flower worship; mantra : mir-ase) and divinations. Many myths and beliefs related to Sabi Alun too, are present in the Karbi society today. Chomkan Festival is a death ritual where the entire clan and community celebrates several days long festival which involves performing certain rites, recitation, dance and music and community feasting. Karbi death ritual encompass mourning, salvation, rebirth, festivity, all performed

simultaneously. The festival reflects their culture, tradition and importance of community life. Their belief and tradition guides every individual of the community with oral tradition which has been transferred since time immemorial. In times where many traditional aspects have dwindled due to impact of modernization, the Chomkan festival still upholds their identity. The community is very eager to preserve their own prestigious culture and traditions and they are being passed on to the next generation with the same fervour.

CONCLUSIONS This paper highlights the Karbi oral traditions and their distinctive role in shaping the community's language, beliefs and thoughts. By delving deep into the Karbi Ramayana and Chomkan Festival, the rich cultural heritage of the community is described and Oral tradition holds a massive realm in preserving their ethnic identity.

"The role of Lithuanian heritage language schools in cultural identity and language learning: perceptions of parents and teachers"

Justina Ardzijauskienė (Lithuania, University of Vilnius), Masters in Education

Daiva Jakavonytė-Staškuvienė (Lithuania, Vytautas Magnus University), Associate Professor

This study aims to examine how children growing up in Norway develop Lithuanian heritage language skills and maintain their Lithuanian identity based on the perceptions of parents and teachers. Theoretical Basis: The study is grounded in social identity theory, which helps to understand how personal and social identity is formed and transformed through interactions in various social environments. Methodology: A case study strategy was chosen, allowing the phenomenon to be interpreted in different environments and perspectives. The study describes the environments and contexts of three Lithuanian heritage language schools operating in Norway, as the participating teachers (n = 5) and parents (n = 8) are from these schools. The results showed that in Lithuanian cultural schools, which operate every other Saturday, the spoken Lithuanian language is developed, children are introduced to Lithuanian history, traditions, and culture, and Lithuanian holidays are celebrated. However, parents have different expectations when sending their children to these Lithuanian heritage language schools; some are satisfied with the spoken Lithuanian language, while others want deeper learning of Lithuanian writing so their children can take the Lithuanian language exam.

GROUP SESSION 7: METHODOLOGY

Multilingual language practices as action in Polish schools in Spain

Michalina Kasprzak (Poland, Adam Mickiewicz University in Poznań), PhD

This speech focuses on how children in the Polish diaspora schools in Spain (Barcelona, Tarragona, Girona, and Gava) engage in multilingual practices as forms of action within educational settings. It will present examples from preschool and early elementary school groups, demonstrating how students navigate between Polish, Spanish, Catalan, and sometimes additional languages (e.g., English) during lessons, peer interactions, and classroom tasks. Drawing on classroom observations and interviews with teachers, the speaker illustrates how language becomes an active force shaping educational experiences. The presentation highlights the role of educators in recognizing and supporting the linguistic agency of multilingual children within these specific school contexts.

Simultaneity of language and actions in creating meaning

Georgi Dimitrov (Bulgaria, University of National and World Economy), Senior Lecturer, PhD

Language and physical actions often operate in tandem to construct meaning. As Bolinger observes, intonation “lies on the last frontier between primitive and civilized communication” (Bolinger 1986: 13) and it “has its symbolizing power thanks to a primitive drive mechanism that raises pitch as tension increases and lowers it as tension falls” (Bolinger 1986: 194). Crucially, he notes a synchrony between pitch movement and facial expression: the eyebrows go up when one uses rising tones and they go down when falling tones are used. These patterns point toward a broader phenomenon, namely the concept of iconicity, an idea that has been revived recently (Perniss et al. 2010), as a vehicle of creating and expressing meaning. This paper focuses on how language and actions simultaneously contribute to the creation of meaning. The literature review is an attempt to identify tendencies regarding the use of language and actions. Then, certain educational implications of such multimodal communication are discussed with respect to their applications in the classroom on the part of the teacher and the student alike. References: Bolinger, D. (1986). *Intonation and Its Parts: Melody in Spoken English*. California: Stanford University Press. Perniss et al. (2010). Iconicity as a general property of language: evidence from spoken and signed languages. *Frontiers in Psychology*, vol. 1, article 227, doi: 10.3389/fpsyg.2010.0027.

Bilingualism and employability. perceptions of secondary education and bacallaurate students in Spain

Pilar Couto Cantero (Spain, University of A Coruña), Dr and Full Professor

Francisco J. Marín (Spain, Universidad de Córdoba), Dr

Currently, there are few studies on the relationship between bilingual education and the benefits it may provide in terms of finding employment in the labor market. Even less information is available on this topic when specifically referring to individuals in Secondary Education and Baccalaurate. This chapter has been designed following the analysis of the data obtained from the national project PID2021-127031OB-I00 entitled: "Students' Perception of the Usefulness of Bilingual Education" (FoBE - Future of Bilingual Education), funded by the Ministry of Science and Innovation. The project aims to measure the perceptions of Secondary Education (ESO), second-year Baccalaurate, and university students in bilingual programmes regarding the expected benefits of their education. Therefore, to address this gap in research, the main objective of this study is to investigate the extent to which participation in a bilingual programme enhances or not the perception of Secondary students regarding their future employability. The data collection process was carried out from February 2023 to February 2025. Participants completed the ad hoc research instrument developed for the project, a questionnaire with a direct link to the Typeform online survey platform. The sample of Secondary Education and Baccalaurate students who completed the questionnaire correctly and satisfactorily consists of N=3196. For the methodological analysis, the following variables were considered: the geographical location of the centers (divided into north, center, and south of Spain, with a sample of N=2631 from the most representative autonomous communities), the gender perspective of the participants, and their participation in bilingual programs. The results were obtained by comparing and contrasting the analysed data, looking for correlations between the geographical, gender, and bilingual program participation parameters. The findings indicate that geographical location does not significantly influence employability perception, but gender and participation in a bilingual program do. Finally, the interpretation of the higher employability perception in these groups is discussed.

Dr. Pilar Couto-Cantero. Her research fields are: Teaching and Learning Languages and Cultures (Spanish/English), CLIL, TEFL, Bilingual Education and she is also carrying out her own research coined: "The Textual Transpodidactics Model (TTM)" (Couto-Cantero, 2014) about fictional texts: Novels, Short-stories, Picture books, Drama, Poetry, Music, Films and their possibilities for the teaching and learning languages and cultures process. She is currently Coordinator of the European Erasmus+ Project "A Welcome Kit to Europe" (AWKE) granted with 250.000 €. [Home - Awke Project](#)

Actions in the 'community': A review of language teacher associations in India

Rahul Putty (India, Manipal Academy of Higher Education; Association of Teachers of European Languages in India), Head, Founder President

Research on language teacher associations (LTAs) indicates that in recent years, as a response to 'shared' challenges, new spaces have emerged for multidimensional networks to develop (Lamb, 2012). The need for- and benefits of collaborative support between LTAs (Lamb et al., 2012) have also been complemented by an increasing awareness of how LTAs can research "for themselves" (Smith and Kuchah, 2016) and how such collaborative ethnographic scholarship can mediate and sustain the research-practice nexus (Davis et al., 2025). The present article scopes the situatedness and functions of TAs of European languages in India. Though some of these TAs have a long history in the country, there has hardly been detailed academic studies on them, especially in their relation to one another. This exploratory study attempts to capture key dynamics that have accompanied the development of TAs of European languages in India along with their concomitant issues. Of key interest are to observe how the twin orientations towards "external advocacy" and "internal professional development", as described in the roles and functions of professional associations (Lamb, 2012) pertain to the case of TAs of European languages in India. An autoethnographic account with insider insights as founder president of India's first multilingual association of European languages is employed alongside other approaches in related literature on TAs.

Key words: Language Teachers' Association; European Language Teachers' Association; Multilingual association; India; Autoethnography

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Teachers' level of proficiency in the national language and stress in teaching: what opportunities do teachers see for reducing work stress?

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Andrei Uljev (Estonia, Narva College of Tartu University)

It is known that the work of school teachers is relatively stressful, and therefore it is necessary to investigate how teachers can reduce their stress levels. The aim of the study is to find out what primary school teachers believe causes stress in their teaching work, and to find solutions to support teachers' mental well-being and reduce stress based on teachers' opinions. In this study, we try to answer, among other things, the research question: what can educational institutions and the state do to support teachers' mental well-being and reduce teachers' work stress? Semi-structured individual interviews were used for data collection. The main results revealed that working with a higher than normal workload is a significant stress factor for teachers. In addition to the large number of contact hours, working with long-day groups and preschool groups increases the workload for some teachers. It is known that the work of school teachers is relatively stressful, and therefore it is necessary to investigate how teachers can reduce their stress levels. The aim of the study was to find out what primary school teachers believe causes stress in their teaching work, and to find solutions to support teachers' mental well-being and reduce stress based on teachers' opinions. In this study, we try to answer, among other things, the research question: what can educational institutions and the state do to support teachers' mental well-being and reduce teachers' work stress? Semi-structured individual interviews were used for data collection. The main results revealed that working with a higher than normal workload is a significant stress factor for teachers. In addition to the large number of contact hours, working with long-day groups and preschool groups increases the workload for some teachers. The level of proficiency in the national language also caused stress for some teachers, but to a lesser extent than had been expected when the research began. However, the study also revealed several other reasons. The study also revealed that the measures taken by male and female teachers to manage stress may be slightly different.

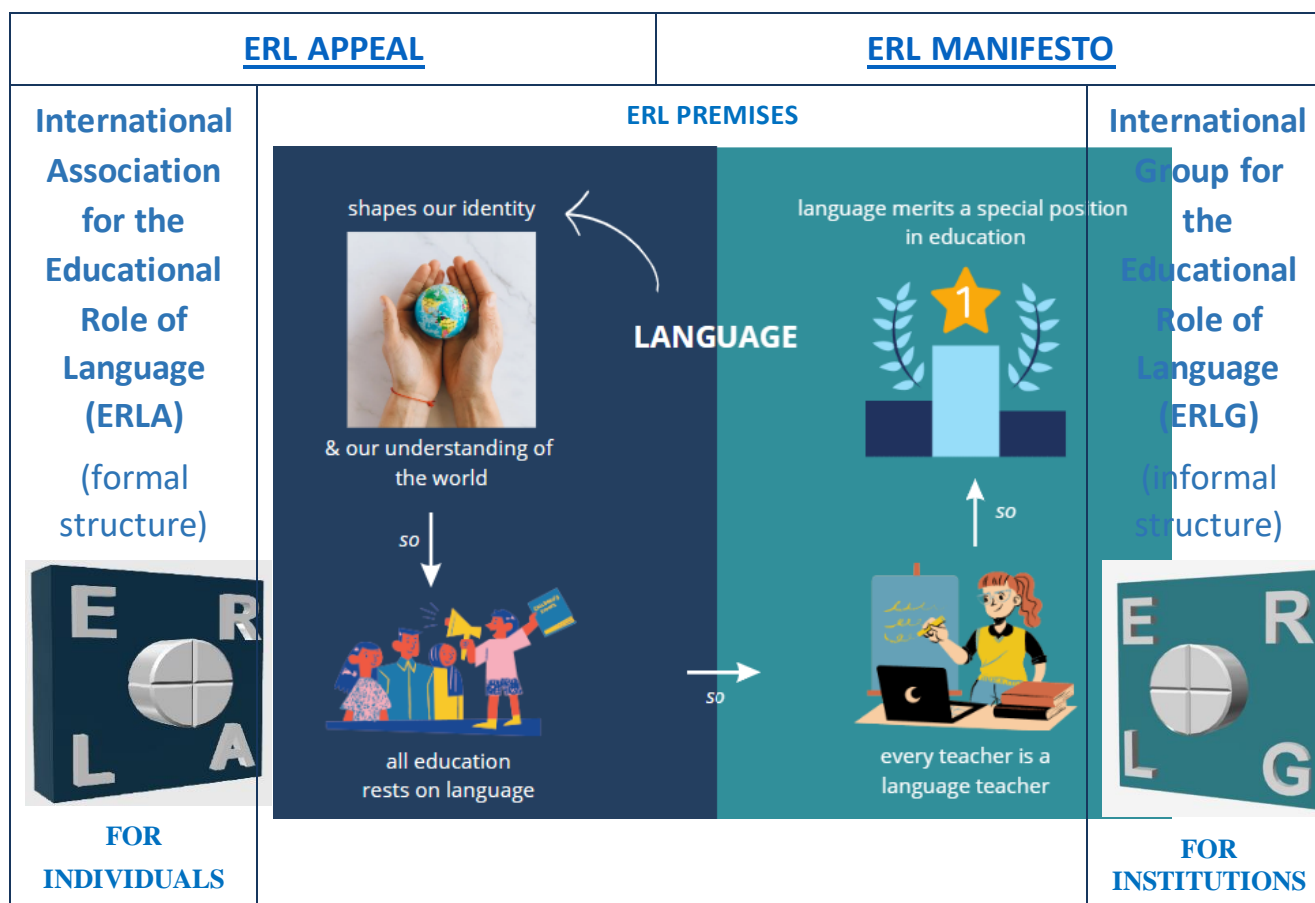
Image as language in action: some aspects on the biblical interpretation of creation of man

Ion Resceanu (Romania, University of Craiova), Senior Lecturer

The interpretation of biblical text inevitably involves the interaction of biblical data with historical, cultural, or philological elements. Any approach that treats Scripture as a closed system risks limiting the possibilities available to the modern interpreter in their hermeneutical endeavour. Over time, the translation of biblical text into visual arts has itself been a hermeneutical act, understood as an "art of interpretation." Thus, the way biblical text is received has become a reflection of the hermeneutical process—a process of interpretation in which both the author and the world before them, to which they address their message, are present. This world certainly includes the (post-)modern one, in relation to which great works of biblical-themed art have the purpose of revealing their "kerygmatic nature."

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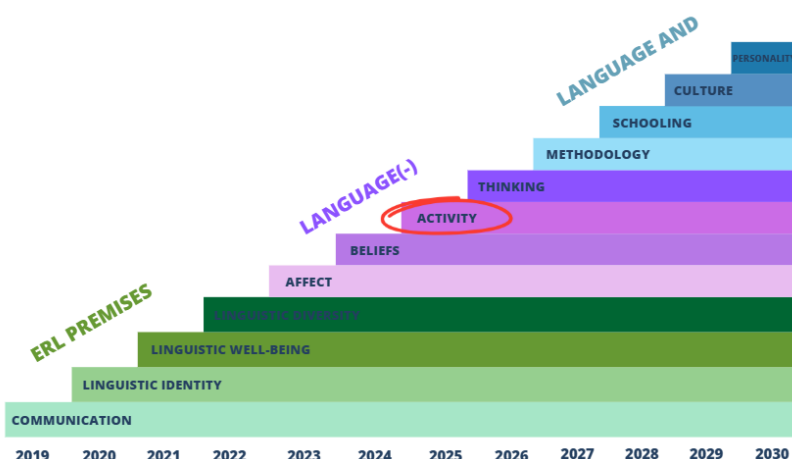
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