



SVEUČILIŠTE
U DUBROVNIKU
UNIVERSITY
OF DUBROVNIK



9th International Pedagogic and Linguistic ERL CONFERENCE

EDUCATIONAL ROLE OF LANGUAGE – ON LANGUAGE(S) SHAPING OUR WORLD(S)
Dubrovnik (Croatia), 11-12 June 2026

BOOK OF ABSTRACTS

Day 1 (THUESDAY – June 11, 2026)

PLENARY SESSION

Michał Daszkiewicz (ERLA; Poland, University of Gdańsk):

ERL in 2026 – moving from actions to thoughts (Cycle II, Year 4).

The introductory presentation refers to the trajectory of ERL Conferences (defined by the International Association for the Educational Role of Language), outlines new elements introduced into the ERL Framework since the ERL VIII Conference in 2025 (in Poznań, Poland), points to the highlights of the 10 years of the ERL existence, and marks the current focus and objectives of the conference and ERL Network. Hence, the talks puts the event in the wider ERL context and clarifies why it is the language-and-thinking link that is at stake this year. Spanning the decade of efforts aimed to bring together education-oriented linguists and language-oriented educational scientists, the presentation explains the shift from Cycle II to Cycle III marking a change of the perspective from individual- to context-centred. The explanatory function of the talk is complemented by that it is also meant to encourage the conference participants to become more engaged in the ERL Framework's mission and to become ERLA members, contribute to the development of ERL Journal (as authors, reviewers, editorial board members, etc.), participate in the two initiatives accompanying the conference and/or be involved in any other way helping ERLA achieve its mission of boosting the role of language in education.

Martina Hrnić (Croatia, University of Dubrovnik)

Sociodemographic and professional differences in oral communication strategy use during English-medium academic presentations

The aim of this study was to examine how university teachers engaged in formal English-medium presentations use oral communication strategies, and to determine whether the use of these strategies differs according to selected sociodemographic and professional variables. Specifically, the study investigated whether factors such as age, gender, scientific field, years of experience in higher education, institutional affiliation, and participation in language training influence the choice and frequency of communication strategies when coping with speaking difficulties. The participants were university teachers involved in formal English-medium presentations. Data were collected using the Oral Communication Strategy Inventory (Nakatani, 2006), specifically the Strategies for Coping with Speaking Problems section (32 items). Differences in the use of communication strategies were analysed with respect to various sociodemographic and professional characteristics of the participants. The results indicate that participants' age was not significantly associated with any of the observed factors, suggesting relatively consistent patterns of communication strategy use across different age groups. Similarly, scientific field, years of employment in higher education, and the university unit where participants were employed did not show statistically significant differences in strategy use, indicating that patterns of communicative behaviour remain relatively stable regardless of professional context or teaching experience. Regarding gender, a statistically significant difference was found only for nonverbal strategies, with female teachers reporting higher levels of use than male teachers. The analysis based on participation in the course "English for University Teachers at the University of Dubrovnik" revealed statistically significant differences in fluency-oriented strategies and message reduction or alteration strategies. Participants who had not attended the course reported slightly higher use of fluency-oriented strategies, whereas course participants more frequently employed message adaptation strategies. The study highlights the potential value of structured EMI-focused training in developing adaptive communication strategies and supporting effective academic communication among teachers from non-philological fields.

Anita Peti-Stantić (Croatia, University of Zagreb)

The Strategic Construction of General Academic Vocabulary for Deep Understanding

This paper addresses the strategic construction and categorization of general academic vocabulary as a key component of students' deep conceptual understanding across disciplines. Intellectual or academic vocabulary is understood as a system of concepts, expressions, and terminological patterns that enable the articulation, interpretation, and exchange of complex ideas in science, culture, and public discourse. Within this system, general academic vocabulary occupies a central position: it is not restricted to a single discipline but functions as a transferable analytical and conceptual tool across subject areas. The paper proposes a refined framework for disentangling three interrelated lexical layers: (1) general vocabulary, grounded in perceptible and experiential reality, mostly concrete; (2) (general) academic vocabulary, characterized by high abstraction and cross-disciplinary applicability and operating at a higher level of conceptual generalization, predominantly abstract; and (3) specialized academic vocabulary tied to specific scientific domains, also largely abstract. Emphasis is placed on the continuum between concreteness and abstractness as a key criterion for classification, highlighting how increasing abstraction correlates with cognitive and educational demands. Empirically, the study draws on the NPOO project *The Social Construction of Intellectual Vocabulary through Reading*, which is based on a corpus of primary and secondary school textbooks in five subject areas (History, Biology, Croatian Language, Mathematics, and Geography). From a dataset of around 15,000 lexical units, a preliminary list of 1,000 candidates for general academic vocabulary is currently being compiled according to criteria such as frequency distribution and cross-subject presence. The paper discusses methodological challenges encountered in this process, including distinguishing general academic vocabulary from subject-specific terminology, as well as addressing strategies for fostering its acquisition through reading-based approaches such as scaffolded reading, semantic mapping, and metalinguistic reflection, but also guided analytical use in different subject contexts and explicit instruction in abstract conceptual relations. The aim is to establish clear criteria and replicable procedures for identifying and categorizing general academic vocabulary within the Croatian educational context. Such a framework has implications for linguistic research, curriculum design, and pedagogical practice, particularly in developing strategies that strengthen students' reading comprehension, conceptual thinking, and academic language proficiency across disciplines.

Croatian Psycholinguistic Database

https://megahr.ffzg.unizg.hr/en/?page_id=609

Project *The Building Blocks of Croatian Mental Grammar: Constraints of Information Structure (MEGACRO)*

<https://dev.ffzg.unizg.hr/en/npoo/SKAZ>

Project *Social Construction of Abstract Meanings through Reading*

https://dev.ffzg.unizg.hr/en/npoo/SKAZ?tab=o_projektu

PRESENTATION BLOCK 1: SPEAKING SELVES

language, voice, belonging, and the construction of personal and social identities

Ana Jovanović (Serbia, University of Belgrade)

The role of language in developing complex identities: The case of the heritage language

While few would question that language marks our identity, many are intrigued by the ways in which this happens and by the role of language in creating and maintaining one's identity. For a bond to exist between one's language and identity, it must be a language of personal meaning, one that accompanies our thoughts and emotions and is lived through important events, becoming intertwined with our experiences and social identities. This is the case with a heritage language, usually defined as the first language in order of acquisition mainly used in family communication but never fully developed due to a shift to other dominant languages. An inherent characteristic of heritage language users is, therefore, their participation in multiple cultures – the heritage culture represented by the heritage language and the culture in which they reside represented by the majority language(s). Drawing on data obtained through in-depth interviews with heritage language users, we analyze the concept of identity, understood as a complex and dynamic system, and explore the role of language in this intricate network of dual affiliations.

Agata Rataszewska (Poland, Adam Mickiewicz University, Faculty of Educational Studies)

Say the word and I'll tell you who you are. Will you really? Voice quality in teaching

I would like to share some reflections on the evaluation of students' performance. Are some voice qualities disturbing? Are they language-, age-, or gender-specific? Are students aware of their voice quality? Should language teachers also be voice trainers?

Daniela Feistritz (Norway, University of South-Eastern Norway)

Sexuality Education in the Introduction Programme

Sexuality and gender are key themes in interdisciplinary work on health and life skills in lower secondary education and are highlighted in the core curriculum as important for students' mental and physical health. The topic is also grounded in UNESCO's guidelines for comprehensive sexuality education and Norway's national frameworks. For immigrant students aged 16–24 in introductory classes, sexuality and gender often represent a new and partly unfamiliar learning area. The group is diverse, with varied educational backgrounds, different levels of Norwegian proficiency, and diverse religious, cultural, and national affiliations. Many students lack prior sexuality education, and some have limited experience with mixed-gender classrooms where boys and girls are treated as equals. This presentation is based on a study about how teachers at an upper secondary school implement sexuality education based on three principles: integrated language and subject instruction, relational competence, and a safe and inclusive learning environment. Three examples illustrate how these principles support students' academic, linguistic, and social development. The study used a qualitative, phenomenological design, including interviews with the program coordinator and observations from an interdisciplinary teaching week and a school performance. The analysis highlights students' experiences and shows how the three principles support active participation and learning in introductory classes.

Helena Liwo (Poland, Ateneum University in Gdańsk)

Deaf – linguistic strangeness or otherness

The phonic language is a socially legitimized communication attribute. Cochlear implants, which are modern hearing prostheses, could help to develop hearing and language skills in profoundly non-hearing persons in a natural way, creating a personality that is (non-)hearing and well-functioning in a hearing world. However, for some groups of deaf people, the confrontation with a phonic language is painful and unsatisfactory. A sign language, however, with its viable visual character could be an expressive communication tool. In this way, the stereotype of the deaf - mute has been created for years as a phenomenon constructed by luck and as the other in the linguistic space of hearing people. On the other hand, the sign language, which significantly polarises hearing and non-hearing linguistic worlds, causes the self-isolation of Deaf people from hearing people's environment. So who we are towards each other, Deaf and Hearing – the Others or the Strangers without common communication space. If (non)hearing changes our thinking about the language determinism of deafness? Ultimately, whether we can learn from each other on the path of pluralism, acceptance and integration, remains a matter for reflection on the dialogue between „silence” and „sound” worlds.

PRESENTATION BLOCK 2: LANGUAGE, THOUGHT, AND LITERACY

language structuring thought, meaning, representation, and educational texts

Andre Kurowski (United Kingdom, University of Chichester)

The benefit of 'banter' in higher education

Higher education can be challenging, and for some it can be threatening. Learning new concepts and theories and starting to express opinions in an intellectual and academic way, has the potential to the point of causing anxieties. For some, this is compounded by externalising their thinking in the presence of other students, and the fear of exposing themselves as inadequate. As a lecturer in childhood studies for many years, the overwhelming majority of students I have encountered are females, and I have seen these many times. There can be much snobbery in higher education, and I have constantly sought ways to 'diffuse' learning experiences to cut through the anxiety and connect with the 'person in the student'. Banter can be characterised by playful and good-natured teasing or joking, creating and maintaining an informal environment which can work both ways, between student and lecturer. This presentation will aim to create a relaxed and casual atmosphere to introduce a complex concept, in an attempt to show the value of banter in education.

Maja Muhic (Macedonia, South East European University)

Architecture as Language: Monumental Semiotics and the Construction of Collective Reality

The relationship between language and thought is often examined through verbal systems; however, broader semiotic environments also play a crucial role in shaping how societies interpret reality. This paper reconceptualizes monumental architecture as a language-like semiotic system through which collective meanings are produced, stabilized, and contested. Drawing on interpretive anthropology (Clifford Geertz) and social semiotics, it examines the Skopje 2014 project as a case of symbolic meaning-making that extends beyond representation to actively structure public understandings of history, identity, and nationhood. Building on previous analysis of the project's visual and discursive construction of a linear, selective national narrative, the paper introduces a contemporary perspective by situating these monuments within the current political context marked by the return of VMRO to power under new leadership. This shift allows for an examination not only of how meanings were originally inscribed into urban space, but also how they persist, are reinterpreted, or potentially reactivated within changing political conditions. The analysis demonstrates that monuments function as part of a broader system of meaning in which visual, political, and media discourses converge to naturalize particular versions of the past while marginalizing others. In this sense, the monumental landscape does not merely reflect ideology; it shapes the cognitive frameworks through which history can be understood and imagined. The apparent stability of these meanings is, however, contingent, as new political contexts reopen spaces for reinterpretation and contestation. By extending the concept of language to include material and visual semiotic systems, the paper contributes to ongoing discussions on the relationship between language and thinking at the societal level, showing how symbolic environments participate in the construction—and potential transformation—of collective reality. To shed full light on the ideological operations involved in the production of this narrative, we analyze the supportive discourses (political, educational and tourist) which give additional voice and power to the visual presentation of the national imagination, and where one can find a more palpable, material proof of the values, identities and ends that the project seeks to communicate. Keywords: monuments, nation, nationhood, Skopje 2014, national narrative, national imagination, nationalistic discourse

Beata Kołodziejczyk-Mróż (Poland, University of the National Education Commission, Krakow), Piotr Majcher (Poland, University of the National Education Commission, Krakow), Marta Zachariasz-Janik (Poland, University of the National Education Commission, Krakow)

Language and visual thinking as exemplified by people with ASD

The aim of this article is to present and analyze the specifics of language and cognitive processes in individuals with Autism Spectrum Disorder (ASD), with an emphasis on the dominance of visual (image-based) thinking, within the context of knowledge popularized by Axel Braun in his book "Colourful Shadows and Bats" (Barwne cienie i nietoperze). The core thesis is that the linguistic distinctiveness of individuals with ASD stems directly from their unique cognitive profile, where verbal information is often processed by translating it into concrete visual representations and spatial schemas. This immediate drive for a visual equivalent leads to the phenomenon of semantic literalness, in which figurative language, including metaphors, irony, or idioms, becomes incomprehensible because it lacks an easy, concrete visual referent.

Katarina Aladrović Slovaček (Croatia, University of Zagreb), Lidija Cvikić (Croatia, University of Zagreb), Tihana Bilešić (Croatia, University of Zagreb)

Do textbooks really matter? (Vocabulary requirements in 1st grade primary school textbooks in Croatian)

The development of reading and writing skills represents a critical milestone in children's cognitive and linguistic development. While numerous extralinguistic factors influence this process (Aladrović Slovaček, Ravlić 2015; Razum, Aladrović Slovaček 2023), early literacy acquisition is substantially shaped by linguistic variables, among which is the linguistic accessibility and appropriateness of instructional materials, particularly textbooks. As a part of a larger project "Early disciplinary literacy in Croatian: features of textbook discourse" (HRZZ-IP-2024-05-2755), this study presents the first corpus-based investigation of the lexical characteristics of Croatian first-grade textbooks from a cross-curricular perspective. Drawing on textbooks for Croatian Language, Mathematics, and Science and Social Studies, the analysis examines the overall lexical demands placed on emergent readers across 17 combinations of officially approved textbooks. These combinations collectively account for nearly 90% of first-grade students in the Republic of Croatia. The study focuses on key lexical features, including vocabulary size, lexical diversity and distribution, and mean word length. The results reveal considerable variation in lexical demands among the different textbook combinations. These findings carry significant implications for instructional planning and textbook selection. Ultimately, the study contributes to a more refined understanding of how lexical choices in early-grade textbooks influence early literacy development. Keywords: disciplinary literacy, textbooks, vocabulary

Lidija Cvikic (Croatia, University of Zagreb), Katarina Aladrović Slovaček (Croatia, University of Zagreb),
Tihana Bilešić (Croatia, University of Zagreb)

From Technical Terms to Deverbal Nouns: A Corpus-Based Analysis of Nouns in Croatian First-Grade Textbooks

Research has shown that nouns constitute a key lexical feature of primary school textbooks, where they play a central role in the construction and transmission of knowledge (Bhatia 2014, Bondi 2012, Coffin 2006). Among the most salient nominal characteristics are technical terms, nominalization, and the use of shell nouns. Technical terms encode subject-specific concepts, while nominalization—the transformation of other word classes into nouns—contributes to increased linguistic density and abstraction (Schleppegrell 2001). Shell nouns, in turn, are semantically underspecified items whose full meaning is derived from the surrounding context (Schmid 2000), thereby placing additional interpretive demands on readers. Despite the recognized importance of these features, there is a lack of systematic research on the distribution and functions of different noun types in Croatian textbooks. Previous research on Croatian primary school textbooks has demonstrated a clear predominance of nouns, particularly in disciplinary contexts (Cvikić i Dobravac 2024; Stolac, Cvikić 2025). However, these studies have not provided a more fine-grained or systematic profile of noun types. This study, conducted as part of the broader project “Development of Vocabulary in Early Primary School Children through Innovative, Aesthetic, and Embodied Learning Methods – Rješko” (HRZZ IP-2024-05-8350), addresses this gap by examining the nominal profile of textbooks used in the first grade of primary education. Focusing on the range and frequency of noun types, such as technical terms, deverbal nouns, abstract nouns, and shell noun, the analysis aims to provide insight into the lexical demands placed on students in primary education. In doing so, the study contributes to a more nuanced understanding of how nominal structures shape the complexity and accessibility of educational texts in the Croatian context, as well as to a deeper understanding of the composition of primary school students’ receptive vocabulary.

Incorporated initiative 1: VERBAL TREATS



The **overall idea** is to create a pool of verbal treats ([VTs in a nutshell](#); [Samples with notes](#))

from various countries of the world, from people of all backgrounds. [Plans](#)

AIMS. The initiative is practical and noble at the same time, and it is meant to:

(1) defy the negative impact of technology (AI) on interpersonal communication

(2) promote international and interdisciplinary spoken exchange

(3) preserve the tradition of verbal transmission, and

(4) serve inclusion, democracy, and peace.

(you can read more about aims here: [Aims](#))

VERBAL TREATS are multifunctional and serve:

- social purposes – by bringing people together,
- educational purposes – by supporting the learning process,
- personal purposes – by boosting one’s overall development, and
- professional development – by “injecting” extras into one’s work.

At the initial stage we recognise four types of verbal treats, some of which you can see at

[STORIES](#)

[JOKES](#)

[RIDDLES](#)

[DISCOVERIES](#)

Under this (practical and funny!) initiative we gather people happy to share or collect verbal treats with us on the regional, national, and international levels (and to possibly build their own local VT team).

Apart from joining the overall mission, they can realise their own individual agenda as well.

To find out more, go to [Verbal Treats](#) or [Verbal Treats – ERLN](#)

To ask and/or join, write at info@verbal-treats.org

Day 2 (FRIDAY – June 12, 2026)

Incorporated initiative 2: ERL conceptual BANK



The overall **AIM** is simple and fundamental:

to construct a global reservoir supporting the central role of language in education,

comprised of four **COMPONENTS**, each answering a different question:

1. ARGUMENTS (WHY): how the special role of language is justified across the world
2. SETTINGS (WHERE): areas in which the special role of language is employed
3. IMPLEMENTATIONS (HOW): what methods are used to mark the special role of language
4. VISIONS (WHAT FOR): how the special role of language can be enhanced

The components give rise to 4 (sub)**TEAMS** proceeding along the following **STAGES**:

- initial **OUTLINE**

[Arguments – Outline](#)

[Settings – Outline](#)

[Implementations – Outline](#)

[Visions – Outline](#)

+

TEXTS → STUDIES → PROJECTS → EXPERTS

Under this initiative we seek people (from various corners of the world) whose expertise can contribute to the total pool in question and lead to the ERL Group filling the gap consisting in there being no global platform/organisation devoted to the pivotal role of language in education.

To find out more, go to [ERL conceptual Bank](#)

To ask and/or join, write at group@educationalroleoflanguage.org

PLENARY SESSION

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

Tension of Aspired and Unwanted Professional Selves in Tertiary Instruction

University teaching is often approached as a question of choosing effective methodologies. Classroom experience, however, rarely presents itself as a technical problem. Teachers continuously respond to student reactions, institutional expectations, and their own professional standards, and their instructional decisions appear to be embedded in this ongoing negotiation. This study examines how tertiary instructors regulate their teaching practices. Fifty-three university teachers completed a survey combining scaled and open-ended items addressing reflection, experimentation, emotional expression, and evaluation of teaching. The responses suggest that methodological adjustments are primarily guided by reflective reconsideration of lessons and small-scale experimentation in subsequent classes, while formal evaluation, technological monitoring, and institutional feedback play a comparatively modest role. Teachers frequently described modifying their behaviour after emotionally significant classroom situations and in order to maintain professional credibility. The findings point to teaching methodology not as a fixed pedagogical repertoire but as a form of professional self-regulation. Instructors appear to navigate between an aspired professional self, an unwanted professional self, and a balanced position that allows everyday teaching to continue.

Drijenka Pandžić Kuliš (Croatia, University of Zagreb)

The Business of Understanding: Language(s) That Shape Worlds - How Multilingual Competence Transforms Professional Thinking and Practice”

The presentation explores the ways in which multilingual competence transforms professional thinking and practice, particularly in the context of corporate culture and professional development. It demonstrates that languages do not function merely as tools of communication, but as resources that shape organizational values, expand the boundaries of our worlds, and foster new ways of thinking, as well as influence strategies and interpersonal relationships. In this sense, multilingualism becomes a key factor in creating more flexible and inclusive professional environments. It also underscores the importance of promoting the development of multilingualism across all levels of education and within diverse professional contexts.

PRESENTATION BLOCK 3: COMMUNITIES OF VOICE

language attitudes, ideologies, participation, and linguistic communities

Anđel Starčević (Croatia, University of Zagreb)

Our Daily Croatian: Teaching Ideologies Live on Croatian Radio

Linguistic prescriptivism in the mass media is still an under-researched topic in Croatian linguistics. This is why in this paper I analyze how usage 'advice' on 'proper Croatian' is promoted on Croatian Radiotelevision's Croatian Radio (HRT – Hrvatski radio). More specifically, I focus on a critical discourse analysis (Verschueren 2012, Machin & Mayr 2023) of the language ideologies propagated in the weekly call-in radio program *Hrvatski naš svagdašnji* (Our Daily Croatian), broadcast on Radio Sljeme, which is Croatian Radio's Zagreb-based regional station. The 30-minute program is presented by a radio host who converses with a well-known Croatian prescriptivist about various examples of variation in usage, with a view to promoting standard-dialect variants as 'correct' Croatian. Listeners can also make a live call to the program or send an email with their questions. The research questions of this study are: (1) What language ideologies are promoted in the program? (2) What discourse strategies are used in the promotion of these ideologies? and (3) Can this program be used in Croatian language teaching? The analysis and the results will hopefully encourage a more scholarly and inclusive approach to (1) language variation, (2) language policy and planning debates and (3) Croatian language teaching in Croatia and abroad. Machin, D., & Mayr, A. (2023). How to do critical discourse analysis: A multimodal introduction (2nd ed.). SAGE Publications. Verschueren, J. (2012). Ideology in language use: Pragmatic guidelines for empirical research. Cambridge University Press. Keywords: Croatian prescriptivism, mass-media prescriptivism, language ideologies, Croatian language teaching

Michał Daszkiewicz (Poland, University of Gdańsk)

Positioning of spoken language as lenses for understanding why Erasmus Exchange students speak of their own will or not

The paper outlines a study aiming to establish how Spanish Erasmus+ Exchange students (EESs) position spoken language, meaning how lowly or highly they place it on four different scales, relating to beliefs, affect, actions, and thinking. The major findings of the study, employing two focus groups, (a) point to the overall positioning of spoken language by the EESs being rather high, and (b) show the cognitive domain to be the only dimension (out of all the four covered) where the positioning of spoken language by EESs is low. The paper demonstrates how the eponymous notion serves to outline a national profile with regard to speaking and how it captures the qualities determining students' active participation in university classes. Additionally, the text argues in favour of the positioning of spoken language serving as an eligibility criterion in the Erasmus+ Exchange programme.

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

Attitudes towards language: a historical review

This paper is a historical overview of attitudes towards the phenomenon of language. It traces attitudes towards language in Germanic texts such as the First Grammatical treatise, Evangelienbuch, Aelfric's Colloquy, An Orthographie, etc. The idea behind the review is to give a historical context in favour of the importance of language which could be used in the Conceptual Bank Project.

Jens Skarkerud Haugan (Norway, University of Inland Norway)

How the study context may shape student papers – academic context and text interpretation as linguistic student worlds

This presentation is a work in progress with the aim to be a contribution to the field of language and thinking addressed at this year's (2026) Educational Role of Language Conference (IX) with the overall perspective "how language(s) shape our world(s)". The overall question is tried to be combined with the main topic of the ERL initiative, namely the educational role of language. / As a lecturer in higher education, one would rather often find oneself wondering how it is possible that a student paper is not written according to what we had in mind when we were formulating the student task. There is often a clear difference between how the form and the content of the text is expected to be from the view of the lecturer and how this is perceived by the students. Even though one should think that the lecturer and the students share the same academic and study context, there may be a mismatch between the teacher context and the student context, i.e. the two "worlds". /The texts that are going to be investigated in this study are student papers from two slightly different groups of student teachers. One group was specializing in 8th – 13th grade teacher education, the other one specialized in 1st – 7th grade teacher education. The first group were full-time students that had had eight lectures (90 minutes/lecture) in older Norwegian language history (ca. 200 – 1500 A.D.) and also eight lectures in "newer" Norwegian language history (ca. 1500 – today) over seven weeks where they had classes two times a week. During that period, they also had three lectures with Norwegian as a second language, and they had lectures in Norwegian literature twice a week. The other group had to study the same textbook covering Norwegian language history, but this group came to university campus only four times during the semester where they had four full days of teaching each time. / Preliminary finds show that the student papers do not meet the requirements as academic papers solidly based in the student's curriculum. Instead, the papers are rather eclectic with combinations of available internet (re-)sources (both active search and AI generated) and "semi-scientific guessing" on the background of the academic context the student task is a part of. This picture seems to be quite common in the educational field in recent years. Whereas the use of artificial intelligence (AI) may be a debate on its own, the present study will be trying to reflect upon what can be done from the perspective of task design by trying to understand how the academic context may shape the linguistic student world. /Keywords: assessment, language and thinking, student papers, teacher education

PRESENTATION BLOCK 4: LEARNING LANGUAGES, LEARNING WORLDS

language acquisition, language teaching, and educational innovation

Eline Bjørke (Norway, University of Inland Norway)

Nynorskmodulen»: A Learning Path to Change How Student Teachers See and Use Nynorsk

All teachers in Norwegian compulsory education (grades 1–10) are required to be able to teach their subjects in both written standards, Nynorsk (New Norwegian) and Bokmål (Dano-Norwegian). Nevertheless, schools report difficulties recruiting teachers competent to teach in Nynorsk (Gro, 2019), and teachers themselves report feeling underqualified to use Nynorsk professionally (Nordeide, 2023). The digital learning path «Nynorskmodulen» was developed to help close the gap between the Nynorsk competence expected at graduation and the competence students actually possess.

The large majority of students completing the learning path use Bokmål as their primary written variety, and it is well known that Bokmål users often hold negative attitudes towards Nynorsk (e.g. Fenes, 2022; Haugan, 2023; Haugan, 2024). Drawing on Language Awareness (LA) (Svalberg, 2007) as a theoretical framework, the pathway aims to develop student teachers' conscious engagement with Nynorsk as a professional language. In other words, the pathway seeks to change how they think about Nynorsk, making them more willing to learn and to use it. Using responses to brief surveys administered at the start and end of the pathway, I will investigate whether such change seem to occur.

References

- Fenes, M. (2022). «Jeg tror nok det kommer til å dø ut men vi trenger liksom ikke å utrydde det». *Ein studie av korleis auka nynorskeksponering kan verke inn på haldningar hos elevar med nynorsk som sidemål*. [Master's thesis]. UiT Noregs arktiske universitet.
- Gro, A. (2019). Ei nynorsk lærarkrise? *Norsk tidend* 2019(5), s. 4–7.
<https://www.nm.no/app/uploads/2020/03/nt05-19-1.pdf>
- Haugan, J. (2023). Emotions in Norwegian language debate. *Educational Role of Language Journal*, 2023–1(9), 33–56. <https://doi.org/10.36534/erlj.2023.01.03>
- Haugan, J. S. (2024). Pupils' beliefs about Norwegian Nynorsk: 'I don't believe we need to learn a second Norwegian language. *Educational Role of Language Journal*, 2024–1(11), 71–90.
<https://doi.org/10.36534/erlj.2024.01.06>
- Nordeide, B. I. (2023). «Jeg har aldri brukt nynorsk før» Undervisningskompetanse i nynorsk og bokmål. *Målbryting*, (13), 53–76. <https://doi.org/10.7557/17.6196>
- Svalberg, A. M. L. (2007). Language awareness and language learning. *Language Teaching*, 40(4), 287–308.
<https://doi.org/10.1017/S0261444807004491>

Elvira K   n (Estonia, Narva College of the Tartu University) [paper not presented]

"Implementing Artificial Intelligence in Language Teaching Practice in Estonia"

Artificial intelligence (AI) is increasingly applied in education, offering tools for lesson planning, assessment, and personalized learning. In language teaching, AI can address gaps in existing learning materials and enhance instructional efficiency. However, empirical research on AI use by language teachers remains limited, particularly in Estonia. This study aimed to examine the attitudes and practices of Estonian language teachers regarding AI integration. A survey was conducted to collect data on teachers' experiences, perceived benefits, and challenges associated with AI use. The responses were analyzed to identify trends and differences in adoption. The findings reveal divergent attitudes among teachers. While some are cautious about AI, many increasingly use it, especially when existing language resources are insufficient. Teachers engaging with AI report improved efficiency and opportunities for personalized instruction, highlighting its potential as a complementary tool in language education. These results provide insight into AI adoption in Estonian language teaching and underline the need for guidance, professional support, and careful integration to maximize benefits while addressing ethical and practical concerns. Keywords: artificial intelligence, language teaching, teacher attitudes, personalized learning, educational technology, Estonia

Silvia Hvozdíková (Slovakia, Constantine the Philosopher University in Nitra)

Bridging Language and Emotion in Foreign Language Learning

The paper explores the role of emotional and social development in fostering reading literacy within foreign language education. The paper focuses on the pedagogical potential of wordless picture books as multimodal tools that encourage learners to grasp meaning, express emotions, and engage in foreign language production even on the primary school level. Drawing on theories of visual literacy and socio-constructivist learning, the study examines how children aged 6- 10 interpret visual narratives and construct meaning in a foreign language. Qualitative data from classroom interactions highlight improvements in learners' expressive abilities, and collaboration. The findings suggest that wordless books provide an inclusive and flexible approach to language learning, supporting both linguistic development and socio-emotional growth. The results presented in the paper support integrating visual narratives into foreign language curricula to create more engaging, meaningful, and emotionally responsive learning environments at schools in Slovakia.

Two-dimensional model for language acquisition planning: example of Russian schools in Estonia

Bilingualism/multilingualism encompasses both the individual and collective levels, being constantly pushed out of balance by various linguistic and social security threats within society. In order to control threats and achieve a stable balance at the macro level, just teaching the languages concerned through the educational system is insufficient. In addition, acquisition must be controlled through status planning, which is another important dimension of language planning, which secures the stable functioning of a compound model of language learning within educational system as well as society at large. Based on motivation, choice and usage, status is related to the broader model of sustainable development and efficient functioning of a society/community, security, its economy and culture. Thus, appropriate methods for status management of the language (learning) environment must be implemented. The latter includes formation of attitudes, beliefs and related values in the target group or in the whole integrated society, reflected in elimination of minority complex on one side and manifestations of linguistic imperialism of the mainstream, where one language is valued and the other (or others) is stigmatized, respectively. Besides (learning) instrumental language usage, this also encompasses broader cultural and behavioral phenomena and ideologies. The corresponding planning activities include the development of the legal system, administration and language marketing. According to the language environment, a suitable status model is chosen, either enriching (e.g. another/minority language in addition to the state language; both languages are valued) or opposing model, where one language is elevated in status at the expense of stigmatizing the other language. In the case of two state languages, two main variants are used, either personal or territorial. Usually some form of diglossia is implemented, defining high and low languages within society. Languages function differently in various language environments, in accordance with the local power structure. The power relationship itself is changing, related to the application of power (from dormant to mobilized) and the conversion of power itself between different spheres. Estonia has been normalizing its educational system after the termination of the long-lasting Soviet occupation when Estonian was pushed to minority language status. The presentation focuses on the transition of Russian-medium schools to the Estonian-medium teaching in various regions, differing by language status. Various options are reviewed, based on different grades, school types and sociolinguistic features. Shortcomings and failures are examined. However, the fundamental flaw that constraints the transition seems to be in status issues of the languages concerned.