



ATFLY 2025

ADVANCES IN TEACHING
FOREIGN LANGUAGES
TO YOUNG LEARNERS

ATFLY 2025 Conference Program



Day 1: Thursday, 19 June 2025 (NB: All times are German times, i.e. CEST)			
9:30-10:00	Conference Opening: Stefanie Frisch, Karen Glaser, Constanze Dreßler, Anne Schrader		
10:00-11:00	Plenary 1: Prof. Dr. Yolanda Ruiz de Zarobe, University of the Basque Country, Spain: <i>Transforming Multilingual Classrooms: An Analysis of Content and Language Integrated Learning (CLIL) Practices with Young Children</i>		
11:00-11:15	Coffee Break		
	Section 1: Virtual Exchange for Social and Language Learning Chair: Begoña Clavel Arroitia	Section 2: Assessment Chair: Jules Bündgens-Kosten	Section 3: Young Learners' Voices and Perspectives Chair: Melanie Ellis
11:15-11:55	<i>Exploring the potential of the RFCDC descriptors for young learners to promote democracy education in the primary English classroom: The PEACE Project</i> Raphaëlle Beecroft, Karlsruhe University of Education, Germany & Motoko Abe, Tokyo Gakugei University, Japan	<i>Classroom-based assessment: Transformation of teachers' practices through a blended MOOC</i> Sandie Mourão & Carolyn Leslie, Nova University of Lisbon, Portugal	<i>Feelings towards learning English and spontaneous oral English production skills by pupils at the end of elementary school in France</i> Marie-Ange Dat, Laboratoire de Linguistique Nantes, France
11:55-12:35	<i>Successful tasks for virtual exchange projects with young learners</i> Annika Kolb, Kirsten Birsak De Jersey, Harriet Jeeves & Nurjona Pinguri, Freiburg University of Education, Germany	<i>What primary English really accomplishes: An evidence-based test for fourth graders in Rhineland-Palatinate</i> Sarah Wunderlich, University of Koblenz, Germany	<i>Using captioned animated cartoons with young L2 learners</i> Daniela Avello, University of O'Higgins, Chile & Carmen Muñoz, University of Barcelona, Spain
12:35-13:30	Lunch Break		
	Section 4: Inclusivity and Civic Learning Chair: Raphaëlle Beecroft	Section 5: Task-Based Language Teaching (TBLT) Chair: Constanze Dreßler	Section 3 (cont'd): Young Learners' Voices and Perspectives Chair: Daniela Avello
13:30-14:10	<i>Fostering inclusive EFL teaching to young learners: Effects of a training course</i> Maria Paz Azparren-Legarre, Public University of Navarra, Spain	<i>Metalinguistic explanations and reflection on form by young EFL learners during a dictogloss task</i> Paloma Delgado-Garza & María del Pilar García Mayo, University of the Basque Country, Spain	<i>Motivation in the primary classroom: Voices of Chilean young language learners</i> María Jesús Inostroza, University of Concepción & Pia Tabali, Universidad Autónoma de Chile, Chile
14:10-14:50	<i>Children with AD(H)D in primary school programs with different English intensity: An exploratory study</i> Anja Steinlen & Thorsten Piske, FAU Erlangen-Nürnberg, Germany	<i>Designing context-sensitive tasks for young language learners</i> Lorraine Sova & Veronika Timpe-Laughlin Educational Testing Service, USA	<i>Visual approaches to motivation of young language learners: Motigraph as data elicitation tool</i> Junjie Li, University of Warwick, UK
14:50-15:30	<i>A social justice language curriculum: Insights from learning materials for TEYL</i> Maria Gimena San Martín, Melina Tejeda & Agustina Escobar Bosco, National University of Córdoba, Argentina	<i>Exploring task design practices in primary school EFL contexts: leveraging technology within the design process</i> Vera Trager & Roger Gilabert University of Barcelona, Spain	<i>The earlier the better? Primary school learners' opinions towards the appropriate time to start foreign language teaching</i> Julia Reckermann, University of Münster & Stefanie Frisch, Goethe University Frankfurt, Germany
15:30-15:45	Coffee Break		
15:45-16:45	Roundtables		
	RT1: CLIL and Young Learners Amparo Lázaro-Ibarrola, University of Navarra, Spain	RT2: Teaching and Learning L2 Pragmatics with Young Learners Milica Savic & Anders Myrset, University of Stavanger, Norway	RT3: Picture Books in the Young Learner Language Classroom Sandie Mourão, Nova University of Lisbon, Portugal
16:45-17:00	Coffee Break		
17:00-18:00	Plenary 2: Dr. Karen Roehr-Brackin, University of Essex, UK: <i>Metalinguistic awareness in children's additional language learning: Context counts</i>		



Day 2: Friday, 20 June 2025 (NB: All times are German times, i.e. CEST)				
	Section 6: Content-and-Language-Integrated Learning (CLIL) Chair: Julia Reckermann		Section 7: Literacy Chair: Anja Steinlen	
9:30-10:10	<i>French in primary school? Bien sûr! An empirical study on the effects of CLIL and regular French lessons on majority and minority language students' French writing and speaking skills</i> Patricia Uhl & Thorsten Piske, FAU Erlangen-Nürnberg, Germany		<i>The use of learner-generated materials in writing skills development with young Norwegian EFL learners</i> Nina Lazarević, University of Stavanger, Norway	
10:10-10:50	<i>Beliefs and perceptions on translanguaging in CLIL primary classrooms</i> Marc Miret & Sara Feijoo, University of Barcelona, Spain		<i>The connection of teachers' linguistic knowledge, classroom practices, and self-reflection in the teaching of emergent literacy to young learners of English</i> Anne Schrader & Karen Glaser, Leipzig University, Germany	
10:50-11:00	Coffee Break			
11:00-12:00	Poster Presentations (for the individual posters in each room, see next page)			
	Poster Room 1: Tasks in Early L2 Education	Poster Room 2: Primary L2 Teacher Education	Room 3: Promoting and Researching Young Learners' L2 Skills	Room 4: Cognitive and Affective Aspects of Young Learners' L2 Learning
	Poster Pitches by the contributors in a room take place at 11:00 and 11:30.			
12:00-13:00	Lunch Break			
	Section 9: A Focus on Teachers Chair: Sandie Mourão		Section 7 (cont'd): Literacy Chair: Nina Lazarević	
13:00-13:40	<i>Understanding teachers' perspectives: A qualitative study on non-specialist early foreign language teachers' educational and curricular needs</i> Katharina Ghamarian, Pia Resnik, Silvia Rieder-Marschallinger, University College of Christian Churches of Teacher Education and University of Vienna & Silvia Lasnik, University College of Teacher Education Carinthia, Austria		<i>Fostering multilingual literacy in Primary Education: Advancing writing skills through the PYCTO methodology</i> María Orcasitas Vicandi, Andrea Perales-Fernandez-De-Gamboa, Imanol Galeano Díez, Izaskun Molás Olalde, Paloma Rodríguez Miñambres, University of the Basque Country, Spain	
13:40-14:20	<i>Evaluating two approaches to the teaching of foreign languages to young learners in England: Impacts on pupils and teachers</i> Elaine Minett, University of York and University of Chichester, & Emma Marsden, University of York, UK		<i>Evaluating the impact of phonics and whole word approaches on L2 English literacy in young L1 German ELLs</i> Heike Mlakar & Joanna Hirst-Plein, University of Hildesheim, Germany, Martin J. Koch, University of Würzburg, Germany	
14:20-14:45	Coffee Break			
14:45-15:45	Plenary 3: Prof. Dr. Annamaria Pinter, University of Warwick, UK: <i>What insights can we gain from young learners through engaging them actively in research?</i>			
15:45-16:00	Conference Closing and Information on Follow-up Publication: Stefanie Frisch, Karen Glaser, Constanze Dreßler, Anne Schrader			



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Poster Presentations Friday, June 20, 11-12am

Pitches take place at 11:00 and 11:30 in each room

Poster Room 1: Tasks in Early L2 Education Chair: Constanze Dreßler	Poster Room 2: Primary L2 Teacher Education Chair: Anne Schrader	Poster Room 3: Promoting and Researching Young Learners' L2 Skills Chair: Karen Glaser	Poster Room 4: Cognitive and Affective Aspects of Young Learners' L2 Learning Chair: Stefanie Frisch
<p>1A <i>Task-based interaction and pre-task grammar instruction with young EFL learners: A study on the interplay between metalinguistic explanations, language-analytic ability and metalinguistic knowledge of English possessive determiners</i> María Basterrechea, Kevin Iglesias-Diéguez & María Martínez-Adrián University of the Basque Country, Spain</p> <p>1B <i>Task planning competence: A model for describing and assessing primary EFL teachers' professionalism regarding task planning</i> Alessa Haase Weingarten University of Education, Germany</p> <p>1C <i>Pre-task grammar instruction: Its effect on young learners' performance and individual variables</i> Janire Guerrero-Gomez & Irene Balza University of the Basque Country, Spain</p>	<p>2A <i>Building bridges: Collaborative teacher training for smooth transitions in English education</i> Claudia Zeppetbauer Vorarlberg University of Education, Austria</p> <p>2B <i>Insights from teaching assistants: Examining primary school English education in Japan</i> Tomoko Hashimoto Tokyo Future University, Japan</p> <p>2C <i>Early English language teaching and linguistic diversity – (language) action-orientated teaching methods</i> Sandra Bellet Vorarlberg University of Education, Austria</p> <p>2D <i>Primary English teachers' professional learning: A review of its effectiveness</i> Mili Saha University of Wollongong, Australia</p>	<p>3A <i>The influence of L1/L2 syntactic transfer on the acquisition of English as an additional language from a processability perspective</i> Katharina Egger University of Innsbruck, Austria</p> <p>3B <i>Investigating vocabulary teaching and learning in year 4 primary school English classes: Exposure, quality of encounter and engagement</i> Melanie Ellis Silesian University of Technology, Poland</p> <p>3C <i>Towards productive speaking? Chunks with open slots in primary English coursebooks</i> Katja Schwemmer Heidelberg University of Education, Germany</p> <p>3D <i>Dramatizing picture books with young EFL learners to improve oral skills</i> Rachel Hall Catholic University of Eichstätt-Ingolstadt, Germany</p>	<p>4A <i>Bridging the gap: Navigating the emotional and academic challenges of transition from primary to secondary school – insights from young learners of English in Austria</i> Marie-Theres Gruber, Private University College Augustinum & Petra Kletzenbauer, Private University College Augustinum and Joanneum University of Applied Sciences, Austria</p> <p>4B <i>Exploring young language learners' motivation for EFL writing: A study of 5th and 8th Graders</i> Gloria Vickov & Eva Jakupčević University of Split, Croatia</p> <p>4C <i>Enhancing early foreign language learning in a Montessori context: The role of linguistic landscape tasks</i> Ulla Fürstenberg University of Graz & Petra Kletzenbauer, Private University College Augustinum and Joanneum University of Applied Sciences, Austria</p> <p>4D <i>Promoting multilingualism in school education: Results from a multi-site project</i> Kristin Kersten, Inga Benz, Ramona Böttcher & Helena Mengeu, University of Mannheim, Germany Nils Jäkel, Lynn Jedamski & Katharina Ponto, University of Hildesheim, Germany Dorothee Kohl-Dietrich, Karlsruhe University of Education, Germany Jana Roos & Friederike Schirmag, University of Potsdam, Germany Henning Rossa, University of Trier, Germany</p>