

ÖLT Klagenfurt 2025
Workshop Ein- und mehrsprachiger Spracherwerb

Sonntag, 07.12.2026
Raum: V.1.01 (ÖLT Raum 12)

Organisiert von:
Nika Barišić Ičanović
Anouschka Foltz
Veronika Mattes

Zeitplan

09:00–09:30 – *Ankommen & Begrüßung*

09:30–10:00 – Wolfgang U. Dressler & Marina Čamber– Spracherwerb erfolgt durch Selbstorganisation (unter besonderer Berücksichtigung von simultanem bilingualen Spracherwerb und von Sackgassenentwicklungen)

10:00–10:30 – Alona Kononenko-Szoszkiewicz & Wolfgang U. Dressler– When 'Not' Goes Astray: A Blind Alley Development in the Early Acquisition of Polish Negative Sentences

10:30–11:00 – *Pause*

11:00–11:30 – Maria Stopfner – Klassengemeinschaften und ihr Einfluss auf die Entwicklung plurilingueller Kompetenzen in der Sekundarstufe I

11:30–12:00 – Muhammed Akbulut & Sabine Schmölder-Eibinger– Der Einfluss genrebasierter Schreibfördermaßnahmen auf die Entwicklung wissenschaftlicher Textkompetenz in der Sekundarstufe 2–erste Ergebnisse einer longitudinalen Interventionsstudie

12:00–12:30 – Nika Barišić Ičanović & Anouschka Foltz– False Friends, True Contexts: How Semantic Support Improves Translation Accuracy

12:30–14:30 – *Mittagspause*

14:30–15:00 – Antonia Gösweiner & Veronika Mattes – Iconic Facial Expressions and Gestures in Second Language Learning–An experimental study

15:00–15:30 – Charlie Taylor & Anouschka Foltz – How Input Tone Shapes Learner Affect and Influences Adult Language Development

15:30–16:00 – Kornder Lisa, Foltz Anouschka, Alharbi Amirah S., Mennen Ineke– Segmental speech production in late bilinguals: How L2 acquisition relates to L1 attrition

16:00 – *Ende*

Book of Abstracts

Spracherwerb erfolgt durch Selbstorganisation (unter besonderer Berücksichtigung von simultanem bilingualen Spracherwerb und von Sackgassenentwicklungen)

Wolfgang U. Dressler & Marina Čamber

(Universität Wien)

Das Konzept der Selbstorganisation (S-O = autopoiesis) wurde aus Biologie und Computerwissenschaft auf Maturation und schließlich von Dressler und Karpf (1995) auf den Spracherwerb übertragen. Im Erwerb erklärt S-O einen wichtigen Teil von individueller Variation. Die klarste Evidenz für S-O repräsentieren die seltenen und ephemeren Sackgassenentwicklungen (blind alley developments = BADs) kleiner Kinder. Wir haben starke und schwache monolinguale BADs im Griechischen, Russischen, Deutschen und Französischen dokumentiert (siehe Dressler et al. 2023). Als Beispiele werden wir zwei aufeinanderfolgende starke BADs eines griechischen Buben präsentieren, welcher den griechischen Konjunktiv zuerst zwei Wochen lang durch Längung des verbalen Wurzelvokals, dann sechs Wochen lang durch initiale morphologische Reduplikation gebildet hat, obwohl Neugriechisch weder Vokallänge noch morphologische Reduplikation (außer in wenigen, ganz isolierten Fossilien aus dem Altgriechischen) kennt. Unser Beispiel für monolinguale schwache BADs wird die Konspiration dreier Wiener Kinder sein, in der Mitte eines Kompositums immer ein e-schwach (ohne interfigiertes -n- oder -s-) zu haben. Eine schwache BAD hat sich auch beim simultan-bilingualen Erwerb des kroatischen und deutschen Plurals durch vier Wiener Kinder eingestellt: Dabei bildeten sie, wie Čamber und Dressler (2024) beobachtet haben, mehrere Wochen lang deutsche Plurale nach deutschen Bedingungen und gleichzeitig kroatische Plurale nach deutschen Bedingungen. Z.B. bildeten sie kroatische Null-Plurale und im Deutschen zu wenige Null-Plurale. Wir beschreiben dies mit dem aus der Quantenphysik von Mattiello und Dressler (2022) adaptierten Konzept der Superposition. Zuletzt werden wir eine starke syntaktische BAD (nach einem von Kononenko und Dressler in Vorbereitung befindlichen Manuskript) vorstellen, wie zwei polnische Kinder negative Sätze erwerben. Alle diese BADs können durch das Modell der Natürlichen Linguistik erklärt werden, was anderen (psycho)linguistischen Modellen derzeit nicht möglich ist. Da BADs die radikalste Form von S-O sind, entsteht die Gefahr des epistemologischen Skandals von Feyerabends „Anything goes“. Diese Gefahr kann die Natürliche Linguistik vermeiden.

Čamber, Marina & Wolfgang U. Dressler. 2024. Croatian and German plural acquisition by simultaneous bilingual children: a blind alley development (BAD). In Anca Sevcenco, Irina Stoica, Ioana Stoicescu, Mihaela Tănase-Dogaru, Alina Tigău & Veronica Tomescu (eds.), *Exploring linguistic landscapes. A festschrift for Larisa Avram and Andrei Avram*, 383-396. Bucharest: Bucharest University Press.

Dressler, Wolfgang U. & Annemarie Karpf. 1995. The theoretical relevance of pre- and protomorphology in language acquisition. *Yearbook of Morphology* 1994. 99-122.

Dressler, Wolfgang U., Anastasia Christofidou, Natalia Gagarina, Katharina Korecky-Kröll & Marianne Kilani-Schoch. 2023. Blind Alley Developments (BADs): in defense of our approach. *Italian Journal of Linguistics* 35. 231-240.

Kononenko, Alona & Wolfgang U. Dressler. In Vorbereitung. A weak syntactic blind alley development in the acquisition of negative sentences by Polish children.

Mattiello, Elisa & Wolfgang U. Dressler. 2022. Dualism and superposition in the analysis of English synthetic compounds ending in -er. *Linguistics online*, 2022.

When 'Not' Goes Astray: A Blind Alley Development in the Early Acquisition of Polish Negative Sentences

Alona Kononenko-Szoszkiewicz & Wolfgang U. Dressler

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Aim of our contribution is to analyse a so far never analysed Strong Blind Alley Development (BAD) in young children's acquisition of Polish negative sentences and to explain it via the use of prosodic and positional salience for signaling marked structures in early childhood. Our theoretical framework is Natural Linguistics (NatLing), a cognitively and semiotically grounded preference model (Dressler, 1999, 2024; Dressler & Kilani-Schoch, 2017). BADs have been detected, analysed and explained by Dressler et al. (2020, 2023) and Čamber & Dressler (2024)). A BAD is a rarely occurring, ephemeral development that systematically deviates from parental input and is eventually abandoned due to persistent explicit and/or implicit correction by caregivers. Strong BADs have no source in parental input. Weak BADs have a source in the input, but develop against it in a wrong direction, whereas typically young children's outputs progressively align with parental input, except for unsystematic overgeneralisations (e.g., E. *bring, brang, brung*).

Our data come from 4 typically developing monolingual Polish children: the productions of 2 siblings have been noted in detailed diary entries kept by the mother on their development from 2;1 to 2;10 and 2;2 to 2;3.5 in natural spontaneous interaction in their home environment. The 2 other unrelated children have been recorded under analogical conditions from 1;7 to 2;9 and 1;3 to 2;11.

Among the target structures of negation our focus is on A) sentence negation, e.g. *Nie czekam* 'I don't wait', where the negative particle is always preposed and unstressed. The earliest acquired structure is B) the one-word answer *Nie* 'no' (always stressed), with the much rarer subtype C) 'I say No', also with always stressed negation. 'No' and only phonemically, but neither prosodically nor positionally identical. Much later acquisitions are D) negative prefixation of adjectives, E) negative sentential concord with multiple negations (e.g. in literally 'Nobody never did'nt say nothing').

The first examples of the BAD represented a covert form, insofar as particle is postposed and stressed, while the predicate is omitted: e.g. *Kask nie* '(I don't want) the helmet. Then much longer periods of the overt BAD start, e.g. *Idziemy tutaj nie* 'We don't go here, lit. We go here not' with postposed and stressed negation. The end of this period overlaps with the first correct sentence negations, e.g. *Nie mogę* 'I cannot, lit. Not I can'. By approximately 30 months of age mastery of correct sentence negation is completed, i.e. there starts a consistent use of only correct sentence negation in diverse syntactic contexts.

We explain this strong syntactic BAD in the following steps: 1) Negative sentences are marked, positive sentences unmarked. Therefore, positive sentences are more frequent and acquired earlier. 2) Greater salience is one universal strategy for distinguishing marked from unmarked grammatical categories, also in the model of NatLing, 3) Stressing the negation particle increases prosodic salience. Postposing it increases positional salience, due to the recency effect in young childhood, i.e. ends of units are perceived and learnt earlier than initial and especially internal parts of units.

Since strong BADs are the most radical examples of self-organization in acquisition, they are very rare in morphology. In contrast, our syntactic BAD seems to be frequent in Polish and Ukrainian child language. Our analysis is – beyond its epistemological correctness in general acquisitionist terms – epistemologically correct, because Nat Ling can avoid the epistemological scandal of Feyerabendian "Anything goes!". This is supported by the fact that our BAD has never been observed in the numerous

rich corpora of child speech of Russian, where *No* and *not* are also phonemically different. BADs are radical examples of self-organisation in acquisition (Dressler & Payne 2024)

Klassengemeinschaften und ihr Einfluss auf die Entwicklung plurilingueller Kompetenzen in der Sekundarstufe I

Maria Stopfner

(Eurac Research Bozen / Universität Innsbruck)

Die Autonome Provinz Bozen, Südtirol (Italien), war und ist aufgrund ihrer Lage am Übergang der Alpen immer schon ein Ort, an dem unterschiedliche Sprachen aufeinandertreffen. Die gelebte Mehrsprachigkeit in der Provinz umfasst dabei heute nicht nur die offiziellen Landessprachen Italienisch, Deutsch, und Ladinisch sowie die in der Schule institutionell

verankerten Fremdsprachen, sondern auch all jene Sprachen, die von den Menschen verwendet werden, die sich in der Region neu niedergelassen haben.

Um zu untersuchen, wie in einem komplexen sprachlichen Umfeld wie Südtirol Kinder und Jugendliche Sprachen verwenden und entwickeln, wurden im Rahmen einer Langzeitstudie im

Projekt „Sprachenvielfalt macht Schule“ 170 Mittelschulkinder von der ersten bis zur dritten und letzten Klasse wissenschaftlich begleitet. Im Verlauf der drei Jahre wurde eine Vielzahl an quantitativen und qualitativen Daten erhoben: Schriftliche und mündliche Sprachstandserhebungen mittels C-Test (Grotjahn 2002, 2019) und Profilanalysen (Grießhaber

2010, 2019) erfassten die Sprachentwicklung in den Schul- und Unterrichtssprachen. Durch ethnographische und systematische Beobachtung (Gogolin et al. 2011) wurden Lehr- und

Lernpraktiken im Unterricht und in der Klasse festgehalten. Zusätzlich wurden über semi-strukturierte Interviews mit Lehrpersonen und Schulführungskräften sowie

Fragebogenbefragungen mit Schülerinnen und Schülern der sprachliche Hintergrund sowie Einstellungen und Sprachgebrauchspraktiken inner- und außerhalb der Schule ermittelt.

Die Ergebnisse der groß angelegten Mixed-Methods Studie (Creswell/Plano Clark 2007) liegen nun vor und sollen im Rahmen des Vortrags in Auszügen vorgestellt werden. Eine wesentliche Erkenntnis der Untersuchung ist, dass die in der Forschung übliche und zuletzt immer wieder stark kritisierte Kategorisierung von Schülerinnen und Schülern in klar abgegrenzte

Sprecherkategorien (u.a. Cheng et al. 2021; Isaacs/Rose 2022; May 2014; Ortega 2019; Rosa 2016; Stopfner 2024) zur Klärung der Frage, wie Mittelschulkinder ihre Sprachen verwenden und entwickeln, wenig beitragen konnte. Als weit wichtiger für die Sprachentwicklung stellen

sich im Rahmen der Studie die Sprachpraktiken und Einstellungen der Klassengemeinschaft dar, in denen die Kinder und Jugendlichen gemeinsam den sozial präferierten Umgang mit Sprachen lernen.

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Der Einfluss genrebasierter Schreibfördermaßnahmen auf die Entwicklung wissenschaftlicher Textkompetenz in der Sekundarstufe 2 – erste Ergebnisse einer longitudinalen Interventionsstudie

Muhammed Akbulut & Sabine Schmölzer-Eibinger

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Obwohl wissenschaftliche Textkompetenz international schon seit den 1970er-Jahren beforscht wird, ist das Wissen darüber, wie sie sich entwickelt, nach wie vor bruchstückhaft (Schindler 2016). Verfügbare längsschnittliche Studien (z.B. Steinhoff 2007) beruhen auf Daten, die nicht unter kontrollierten Bedingungen gewonnen wurden. Sie erlauben daher keine kausalen Aussagen über Bedingungen, die für den Erwerb wissenschaftlicher Textkompetenz förderlich sind. Um diese Forschungslücke zu bearbeiten, wird im EIWIS-Projekt in einer longitudinalen Interventionsstudie der Einfluss genrebasierter Schreibfördermaßnahmen auf die Entwicklung wissenschaftlicher Textkompetenz untersucht. Diese gehören zwar zu den am meisten rezipierten Ansätzen in der Wissenschaftlichen Schreibdidaktik (Thaiss 2012), wurden aber bislang nicht ausreichend empirisch beforscht.

Die Interventionsstudie (n=240) wird in der Sekundarstufe 2 durchgeführt und umfasst 6 Messzeitpunkte über einen Zeitraum von 3 Jahren. Die zentralen abhängigen Variablen stellen die Wissenschaftliche Textqualität (Textsorte Kontroversenreferat) sowie die Wissenschaftliche Schreibmotivation dar (QAWMS, Akbulut & Kramer, eingereicht) dar. Der Einfluss der genrebasierender Schreibfördermaßnahmen auf diese Variablen wird im Rahmen von latenten Wachstumskurvenmodellen untersucht. Um relevante Konfundierungsvariablen zu kontrollieren, wurden u.a. das Leseverständnis (Bauerlein et al. 2012) sowie die kognitiven Grundfähigkeiten (Weiß 2019) erhoben.

In diesem Beitrag werden erste Ergebnisse aus der Interventionsstudie nach zwei von sechs Messzeitpunkten präsentiert.

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Digital activities (in and out of school) and their potential for CLIL: A pan-European survey of students and teachers

Katharina Ghamarian, Craig Neville & Ute Smit

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Both Content and Language Integrated Learning (CLIL), i.e., the integration of foreign language teaching and subject teaching, and digitisation play an important role in the Austrian and European educational landscape with regard to language education (BMBWF, 2023). While both concepts have already been examined and discussed individually, the two approaches are rarely considered together. As part of the COST project CLILNetLE, first steps have been taken towards jointly investigating digitalisation in the context of CLIL (Ghamarian et al., 2024). This study presents initial results from 11 different European countries, collected via two large-scale surveys: one for students and one for teachers.

The survey results were used to examine the digital practices of 2,265 students of English as a CLIL language in and outside the school context, and to compare interschool practices with extramural practices. Furthermore, the study provides insight into the relationship between biographical variables and students' digital practices in the CLIL English lessons. In addition, student data is compared with information from 386 CLIL teachers regarding the use of digital activities in the classroom. Various variables influencing the use of digital practices in CLIL teaching are also presented.

Initial results show that digital contact with the CLIL language outside of school differs significantly from digital practices in CLIL teaching. The discrepancy between extramural and school-based digital engagement with the CLIL language must be critically reflected upon (Lai C Sundqvist, 2015). Additionally, the data indicates that teachers' level of CLIL training, as well as attitude-related factors, influences their use of digital activities in CLIL teaching.

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False Friends, True Contexts: How Semantic Support Improves Translation Accuracy

Nika Barišić Ičanović & Anouschka Foltz
(University of Graz)

False friends are lexically deceptive word pairs that look or sound similar across languages but differ in meaning (e.g., *actual* vs. *aktuell*) and pose a notable challenge in second language acquisition. Their misleading form can cause translation errors, slower lexical access, and semantic interference (Dijkstra et al. 1999; Haigh & Jared 2007). This study investigates how contextual information influences learners' ability to accurately translate false friends.

Forty-nine advanced German learners of English translated target items across three task types: isolated words, single sentences, and coherent story contexts. Each stimulus set included false friends, true friends, and unrelated word pairs, balanced in several lexical categories. Responses were analysed for accuracy and error type using generalised linear mixed-effects models.

Results showed that context significantly reduced false friend translation errors. The word-only condition produced the highest rate of false friend substitutions, while sentence and story contexts substantially improved accuracy. However, the type of context (sentence vs. story) did not significantly affect correctness, suggesting that even minimal context is sufficient to activate semantic constraints and suppress misleading form-based cues. Additionally, participants occasionally omitted target words or used paraphrases in longer contexts, reflecting increased cognitive load.

These findings indicate that contextual cues mitigate false friend interference by guiding semantic interpretation. The study highlights the importance of context-rich materials in L2 instruction.

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Iconic Facial Expressions and Gestures in Second Language Learning – An experimental study

Antonia Gösweiner & Veronika Mattes

(University of Graz)

Research has shown that performing iconic gestures in L2 vocabulary training improves recall and delays forgetting of newly learned words (Engelkamp & Krumnacker 1980; Cohen 1981; Saltz & Donnenwerth-Nolan 1981; Allen 1995; Tellier 2008; Macedonia & Knösche 2011; Macedonia & Klimesch 2014). Thus, the technique is more effective than vocabulary learning techniques without iconic gestures (Kelly et al. 2009; Macedonia et al. 2012; Macedonia 2014; Levantinou & Navarretta 2016). This effect is called enactment effect and has mostly been documented for nouns and verbs. Although there has been extensive research in this area, the role of facial expressions in L2 learning has not received much attention so far. Our experimental study attempts to complement the findings of the enactment effect by investigating not only the role of iconic gestures but also iconic facial expressions in L2 vocabulary training, focusing on adjectives. To test the influence of iconic gestures and iconic facial expressions on adjective learning, 60 native speakers of German had to memorize 15 words/items of a completely unknown language, corresponding to German adjectives. Four different conditions were tested: Presentation of the items in written form only (control group; group A), presentation of the items accompanied with iconic gestures alone (group B), with facial expressions alone (group C) and with a combination of facial expressions and iconic gestures (group D). Participants were asked to perform a traditional vocabulary translation test at three different data points (immediately after the training session, 24 hours later, one week after the training). The enactment effect was found in all test groups (group B, C and D), although to different degrees. All test groups remembered and translated the words more accurately than the control group. These results prove that iconic gestures, iconic facial expressions and a combination of both support L2 vocabulary learning.

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How Input Tone Shapes Learner Affect and Influences Adult Language Development

Charlie Taylor & Anouschka Foltz

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Acknowledging the critical role that emotions play in SLA (Arnold 2011), and grounded in a Dynamic Systems Theory perspective, which views affect as fluid and context-dependent (Larsen-Freeman 1997), this study examined how the tone of learning materials could shape learner affect and influence adult language development. The study investigated how texts that presented the target culture in different ways impacted learner attitudes, motivation, foreign language enjoyment, and self-efficacy. It then examined the relationship between these changes and short-term learning success.

Participants (N = 129) were recruited from English classes at an Austrian university, and were randomly assigned to a treatment group which learned Old English using learning materials that presented Anglo-Saxons either positively, negatively, or neutrally. Affective changes were measured using pre- and post-questionnaires, and acquisition was measured using a vocabulary and a translation posttest.

The study found statistically significant differences in treatment effects on attitudes to the culture and its speakers, as well as aesthetic judgments of the target language itself. Although no significant group differences emerged in learning outcomes, all attitudinal variables were positively correlated with test scores. Small effect sizes may reflect the short length of the intervention and the subtlety of the differences between the learning materials.

The results indicate that even minimal differences in the affective framing of input can influence adult language learners' affect. While this did not result in measurable differences in learning outcomes, trends were observed that indicate more long-term exposure could have a significant impact on acquisition.

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Segmental speech production in late bilinguals: How L2 acquisition relates to L1 attrition

Lisa Kornder, Anouschka Foltz, Amirah S. Alharbi, Ineke Mennen,
(University of Graz, Austria & Umm Al-Qura University, Saudi Arabia)

This talk explores the relationship between second language (L2) acquisition and firstlanguage (L1) attrition of speech production among proficient Arabic-English and English-Arabic late bilinguals living in an L2-country. Combining the findings of two empirical studies, we explore how nativelike acquisition of L2 speech sounds relates to modifications of corresponding L1 sounds – commonly referred to as *L1 attrition of speech*.

In Study 1, we investigated voice onset times (VOTs) of Arabic /t k/ and English /p t k/ produced by the two bilingual groups (Alharbi et al. 2022). Their VOTs were compared to Arabic and English monolingual baselines, respectively. Results revealed an asymmetrical relationship between acquisition and attrition: while bilinguals often produced non-nativelike L2 plosives, evidence of L1 attrition was limited, and emerged only for specific sounds and speaker groups. Notably, attrition was observed in English-Arabic bilinguals' productions of English /k/, but not in Arabic-English bilinguals' productions of Arabic plosives.

In Study 2 (Kornder et al.), we explored the production of similar but phonetically different vowels in Arabic and English, namely /a ɪ u/ and /æ ɪ ʊ/, respectively, in the same bilingual and monolingual speaker groups as in Study 1. The results of formant analyses (F1, F2) showed that many bilinguals maintained nativelike L1 vowels while producing target-like L2 vowels.

Together, the results challenge the assumption that increased L2 proficiency inevitably precedes L1 attrition (e.g. Major 1992). The findings also highlight the non-linear and speaker-specific nature of bilingual speech development. We will discuss this in the context of the recently revised Speech Learning Model (Flege and Bohn 2021) and a dynamic systems approach to language development (e.g. De Bot et al. 2013).

References

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