Enhancing Linguistic Awareness Through Microlearning: A Comparative Study of Multilingual French and English Learners of Catalan

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Abstract

Previously learned languages may influence and support language learning among mul5lingual learners (Puig-Mayenco et al., 2020). Equipping educators with diverse tools and resources empowers them to make more informed decisions in facilita5ng language learning for mul5lingual learners (Council of Europe, 2020). This holds par5cular significance in the case of minority languages like Catalan, where resource availability tends to be more restricted (TracyVentura et al., 2021).

This paper provides an overview of a project aimed at iden5fying the specific needs of mul5lingual B1 learners of Catalan. Using a five-way classifica5on system encompassing linguis5c aspects, types of modifica5on, interlinguis5c influences, intralinguis5c causes and communica5ve consequences, the study compares wriMen produc5ons of mul5lingual learners from different linguis5c backgrounds (English and French L1 learners of Catalan). Sta5s5cal analysis reveals differences in the target language produc5on depending on the linguis5c background, enabling the research team to create just-in-5me microlearning capsules based on corpus analysis findings.

The microlearning capsules were designed to enhance students' metalinguis5c awareness (Sirwan Mohammed et al., 2018; Angelovska, 2018) and provide automa5c correc5ve feedback (Nassaji & Kartchava, 2021) to support learning. Capsules were then made available via open access. Both student results, feedback, and teacher insights were collected to assess the educa5onal impact. Results indicate that students perceive the capsules as effec5ve tools and view the resources provided posi5vely. At the same 5me, teachers predominantly perceive interlinguis5c informa5on as beneficial to student learning. This project sheds light on how microlearning, tailored to common needs, can bolster mul5lingual learners' learning and teaching experiences.

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