

BOOK OF ABSTRACTS – ICFSLA 2014

Plenary talks

Larissa Aronin

Material culture and language learning and use

In real life communication, cognition, cultural practices, and language learning, never occur in a vacuum. Human life is saturated by thoughts and reminiscences, accompanied by emotions and feelings, enriched by senses (sight, hearing, taste, touch, and smell). All activities also take place in the physical environment of spaces and tangible things.

Traditionally, research on environment for language learning focused almost entirely on transient non-tangible language aspects; then researchers' interests extended to psychology and emotions, and abundant treatment of identity issues. Considering physical and material settings in which language learning and use take place is a fairly recent dimension of scholarly interest.

The materialities, that include books and computers, caps and shirts, domestic utensils, souvenirs, furniture, and spaces carry out innumerable societal functions and are an indispensable part of sociolinguistic reality. They represent culture, mirror communities' vision of the world, reveal subjective feelings and instill values. Moreover, materialities can serve language teaching and learning in a number of ways.

The main focus of the lecture is on the theoretical underpinnings of the material culture of multilingualism developed so far. I shall demonstrate the features of material culture that make it instrumental for research in applied linguistics, and language teaching, and finally I shall discuss how materialities are essentially of the greatest help for language learning.

Carla Chamberlin-Quinlisk

Material culture of the everyday and language minority voices

Many social landscapes today are saturated by screens and multimodal sources of entertainment, information, and persuasion. Transglobal media corporations make access to authentic linguistic and cultural resources easy for language learners and teachers who have internet connections. But an important part of our resources for learning about language and culture lies within the material culture of our everyday lives—the signs we pass as we walk through our neighborhoods, stare out the window of a train or bus, sit in endless traffic, or peruse a menu at a restaurant. Local newspaper articles, decals on cars, even the packaging of food in our grocery stores are a rich source of social semiotic and metaphorical analysis that can reveal powerful social attitudes toward language learners in local communities.

In this presentation I share examples of semiotic analysis (Kress, 2010) of local signs, news publications, and promotional materials in which both covert and overt distinctions are made among speakers of diverse language backgrounds. I also present critical metaphor analyses (Fairclough, 1995; Johnson, 2005) of local newspaper coverage of second language learners in local school districts.

Linguicism, racism, and social class privileges present themselves in these materials, yet there is more going on. Complexities emerge as the material artifacts of a local community simultaneously welcome and “symbolically colonize” (Molina-Guzman, 2010) language learners, often leaving out their own voices.

Vivian Cook

Multi-competence and the Language of the Street

This talk looks at multi-competence (“the overall system of a mind or a community that uses more than one language”) in relation to the written language of the street. It is based on the study of linguistic landscapes (‘how bilingualism manifests itself in multilingual cities’), on social semiotics (‘the meaning systems by which language is located in the material world’, Scollon & Scollon 2003), on writing system research (how written language works), and on linguistic description (the letter forms, grammar and punctuation of the text). In many ways it is preparing the ground by establishing an overall framework within which bilingual street signs can be placed.

The overall aims are to see how the whole city functions through multiple languages, treating the signs as part of one complex system in which the languages of the street relate to each other and to see the forms of the sign as crucial parts of the system sometimes the same in different languages, sometimes different. The basis is a continuing study of the totality of street signs in two Newcastle streets, one monolingual, the other the multilingual core of Chinatown.

The research asks certain basic questions:

- *who is responsible for the sign?* A gamut of roles include the overall licensing authority, the person who actually writes the sign, the readers the sign is aimed at and those it is not aimed at.
- *what are street signs used for?* The types of function include locating, informing, controlling and service.
- *how are linguistic forms used?* The genre of street signs has unique characteristics of its own, particularly in its unusual use of ‘block grammar’, capitals and lowercase letters, sans serif typefaces, punctuation, and use of different materials.
- *how does the street sign relate to its environment?* Signs uniquely rely on their location to mark the identity of buildings, to show spatial information and to guide readers’ movements.
- *what are the differences between signs in different languages?* The use of bilingual signs includes ‘atmosphere’ for English-speaking readers and the functional needs of the local minority language community.

The language of the street is then a unique genre written with its own conventions, grammar, vocabulary etc. One issue is the subjectivity of interpretation: how do we know any of this? Current work with eyetracking of English monolingual and Chinese/English bilinguals shows significant differences between strategies for looking at street signs, rather than a universal strategy, though there is some support for the universal prominence of top position.

WEB PAGE AND REFERENCES: <http://homepage.ntlworld.com/vivian.c/Language%20of%20the%20Street/LOSindex.html>

Hanna Komorowska

Material culture in language teaching and teacher education

The paper discusses the origins of the concept of material culture and its place in humanities today. Approaches to non-human environment in archeology, ethnography, city planning, sociology and philosophy will be analyzed to identify models of thinking about objects and spaces, as well as ways of using this knowledge to understand or influence the world and ourselves. Special consideration will be given not only to manifestations of material culture in our conscious day-to-day functioning, but also to those objects, places and *non-lieux* which exist outside central fields of attention and happen to be thrust into the limelight through trauma or art. The paper will also examine aspects of material culture typically selected as curricular or course book content in language education in order to gain insight into its role in language teaching and identify its uncovered potential. Implications for the process of developing sociocultural knowledge and intercultural competence in foreign language teaching and teacher education will also be sought.

Aneta Pavlenko

Language commodification and its implications for foreign and second language education: The case study of Russian

Recent studies in sociolinguistics show that the functioning of multilingualism in the new globalized economy is infinitely more complex than simply proliferation of English – English may be a prerequisite for entering the global market but it is no longer sufficient for a competitive edge (Duchêne & Heller, 2012a,b; Kelly-Holmes, 2006). The purpose of this talk is to show how the study of material dimensions of our language practices – most centrally linguistic landscapes – reveals complex socioeconomic factors that underlie commodification of other languages in the new economy. Drawing on the fieldwork I conducted in Cyprus (August 2011, in collaboration with Natalya Eracleous), Montenegro (May 2012) and Finland (2012-2014, in collaboration with Sari Pietikäinen and Alexandre Duchêne), I will show that in all three countries Russian is becoming the third most common language, after the local language and English, and discuss conditions under which languages other than English become valorized in the new economy. I will end by discussing the implications of language commodification for foreign language curricula and underscore the need to develop more flexible models of foreign language education, responsive to the needs of the 21st century linguistic marketplace.

David Singleton

Labelling as affordance

There is little doubt that multilingual labelling in supermarkets can be an affordance (Aronin & Singleton 2012: 174ff.) – for the general buying public, but also for the novice language acquirer, who can use the labeling in languages he/she knows to help him/her decipher and acquire lexis in the target language. The nature of the object being labelled can also, of course, aid in this enterprise. For example, when in Hungary I see a bag of fruit on sale that looks vaguely as if it contains apples and I see that the label says *alma*, I begin to think that *alma* may mean “apples”; when I notice that there is also a label in German, *äpfel*, the matter is clinched. The situation is complicated by the “chic” but sometimes odd use of English for brand-

names. For instance, I may see an indeterminate package on a shelf brand-named LOVELY, which looks as if it may have something to do with female fashion (*lovely* usually being associated with female referents). It turns out that this brand-name actually denominates *toalettpapír*, also labelled as *Toilettenpapier*. In this instance, as in many others, the English brand-name acts as a confusing distractor for the English speaker and possibly a false path for the English learner. This paper will discuss and exemplify both the affordance provided to the language learner by multilingual labelling and the sometimes non-affording connotations of English brand-names.

Reference

Aronin, L. & Singleton, D. (2012) *Multilingualism*. Amsterdam: John Benjamins.

Presentations

Reyhan Agcam

Author Stance in Doctoral Dissertations of Native and Non-Native Speakers of English: A Corpus-Based Study on Epistemic Adjectives

Stance refers to the lexical and grammatical expression of attitudes, feelings, judgments, or commitment concerning the propositional content of a message (Biber and Finegan, 1989). The purpose of the present study is to investigate epistemic adjectives used in conveying author stance in Academic English. It will report the results elicited through the Contrastive Interlanguage Analysis (Granger, 1996) of a total number of 136 doctoral dissertations written by native and non-native academic authors of English. Frequencies of the epistemic adjectives will be separately calculated for three sets of corpora using WordSmith Tools (Scott, 2012). Subsequently, the corpora in concern will be analysed via a log-likelihood test to find out whether there is a statistically significant difference across the native and non-native academic authors of English in regard to the epistemic adjectives.

Keywords: Stance, Epistemic Adjective, Contrastive Interlanguage Analysis

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Biber, D. & Finegan, E. (1989). Styles of Stance in English: Lexical and Grammatical Marking of Evidentiality and Affect, Text 9:93–124.

Scott, M. (2012). WordSmith Tools, Version 6, Liverpool: Lexical Analysis Software, 2012 (<http://www.lexically.net/wordsmith/index.html>).

Muntasir Al-Hamad

Language Transfer from English into Arabic by bilingual students

The paper analyzes the written errors made by English speakers that are studying Arabic at a university

level. The analysis deals with the errors that can be traced to language transfer and explain their structure. Learners of foreign languages subconsciously rely on their native language (NL) to communicate in their target language (TL). It is interesting to look at how the native language influences the learning process of TL.

So far, most of the work done on language transfer between Arabic and English has focused on the influence of Arabic as a NL on Arab learners of English. However, the paper will discuss the opposite process and explain the ways in which English can affect the learning process of Arabic.

The paper will analyze and discuss the findings of 60 undergraduate writing exam sheets; each discusses two different topics. The errors were divided into the following main domains: orthographic, etymological, semantic and syntactical errors, and analyzing possible phonological challenges that might have been reflected in writing.

This study aims to make students acknowledge errors due to language transfer and help to avoid them in future performances, as well as improve their competencies in Arabic. It will also provide teachers with a list of most common errors that they need to pay attention to, and it might offer some recommendations of solutions to some of these errors.

Merzin Alshahrani

Nonnative or Native : Do students in an upper-intermediate EAP course have a preference?

A small number of studies have addressed the debate comparing native English speaker teachers (NESTs) and non-native English speaker teachers (NNESTs). However, most of the studies focused on teacher rather than student opinions. The present study examine ESL students' perceptions of NEST and NNEST professionals/teachers in Australia - to ascertain whether they are negative as many administrators believe, or more positive as found in recent academic research. A total of 10 adult students, from various language backgrounds, were asked to participate in this study. They registered in an upper-intermediate EAP course, at a private English institute in Sydney. The data were collected by asking students to write their opinions to a stimulus question. Their responses to the question were analyzed using a discourse analytic technique. The results of analysis indicated the following main findings: 1) NESTs emerged as superior in the teaching of oral skills (Speaking and Pronunciation). 2) NNESTs received the highest praise for their grammar teaching skills in the "linguistic factor" group. 3) There is a clear preference for NNESTs at all level of personal factors (Experience as a L2 learner and Affect). The majority of the participants, although they see and acknowledge NNESTs' strengths, prefer attending classes taught by native speakers. native speakers seem to maintain an advantage over their non-native counterparts. More attitudinal research needs to be conducted to determine what specific factors are influencing the students' perceptions of both NNESTs and NESTs.

Saeed Alsurf

The phonetics of the Qur'anic pharyngealised sounds: an acoustic study

Many of the phonetic aspects of Qur'ān (the Holy book of Muslims) are yet to be investigated experimentally. This research aims to investigate the acoustic parameters of the Qur'ānic pharyngealised consonant and vowel sounds. This research discusses the language and orality (primarily oral nature) of the Qur'ān. It also

introduces Tajwīd as the representational and traditional phonetic system for the recitation of the Qur'ān. Tajwīd (which means improving the recitation of the Qur'ān) has not been adequately or completely presented in any Western language. There have been a number of experimental endeavours examining particular aspects of Tajwīd. This study fills a gap by examining the pharyngealised sounds of Tajwīd. The aim of this research to explores Qur'ānic pharyngealisation; known as *Tafxīm*, with a particular emphasis on the seven Qur'anic pharyngealised consonant and vowel sounds, and discusses the most appropriate name for the Qur'anic *Tafxīm* feature.

An acoustic analysis of the Qur'anic pharyngealised sounds is undertaken in this research. In order to examine the phonetic parameters of these Qur'anic sounds, three groups of male reciters were employed for the purpose of recitation. These three groups encompass all levels of Qur'anic recitation in Islamic world today. Acoustic analysis of the sounds of the reciters in these groups showed clear acoustic differences between the pharyngealised sounds recited by each group, and by contrasting the acoustic results of the super-standard recitations with those of professional and non-professional reciters provided a characterisation of the acoustics of the super-standard recitation of the Qur'anic pharyngealised sounds. Qur'anic pharyngealised sounds are also compared with the Arabic pharyngealised sounds. The findings of this experiment are crucially important for those who want to perfect their recitation of the Qur'anic pharyngealised sounds as well for those who want to assess, classify, or improve Qur'anic recitation.

Hamed Azizinia

A survey of evaluating second language cultural awareness and investigating its role in learning general English among the Persian language professors, master and bachelor students in Islamic Azad University of Yasouj

Sociolinguistic approaches have been concerned with the thoughts, which L2 learners have towards it. In the first part, this research examined through a survey analysis how three groups viewed the role of the foreign culture in achieving cultural understanding of their second language. The focus was upon how students viewed the relationship between Persian culture and English cultures; and what their attitudes toward Persian and English cultures were. In the second part, the researcher tried to investigate to what extent Persian participants are aware of cultural aspects of the foreign language.

The results of the first part of the questionnaire showed their attitudes were different since their language proficiency levels were different too. Most of the participants had positive or healthy attitudes toward L1 & L2 cultures. The number of votes to the items that show ethnocentrism or pedantic attitudes was low.

The second part of the questionnaire measured the extent to which Persian subjects were aware of L2 cultures. The scores of learners in all three groups show that most of learners were not adequately aware of these L2 cultural points. There was also a significant difference between learners awareness in three groups.

Keywords: attitude, cultural awareness, second language learning, English cultures

Pınar Babanoğlu

A corpus-based study on the use of words that are both nouns and verbs by EFL learners

Learner corpus research is currently accepted as one of the remarkable methods to investigate the mechanisms of second language acquisition and to improve the foreign/second language learning and teaching practices. Providing a potential of descriptions and insights about learner outputs, learner corpus also serves a substantial controlled data source gathered from learners' written productions in English. Comparison of learner corpus with a native speaker corpus is a relevant analysis type in order to highlight and to examine the significant non-native features in learner language called 'non-nativeness' that are expressed as under and over representation of words, phrases and structures (Granger, 2002). Present study investigates the use of words that are both nouns and words such as aim, benefit, buy, etc. in argumentative essays of EFL learners from ICLE (International Corpus of Learner English) corpus. Three different learner groups from ICLE involved into the study; Turkish learners sub-corpus TICLE (Turkish Corpus of Learner English), Japanese learners' sub-corpus JPICLE (Japanese Corpus of Learner English) and Spanish learners' sub-corpus (Spanish Corpus of Learner English). As native English data to compare to learners, LOCNESS (Louvain Corpus of Native English Essays) are utilized as reference corpus. Aim of the study is to examine the learners' usage preference of words that can be act as both noun and verb and also to find out whether there are differences quantitatively (frequency of words) and qualitatively (choice of verb/noun) among three learner groups. Methodology of learner corpus depends on Contrastive Interlanguage Analysis (CIA) that comprises comparing learner data with native speaker (NS) data (L2 vs. L1) or comparing different types of non-native speaker (NNS) or learner data (L2 vs. L2). Frequency counts and log-likelihood measurement are utilized for quantitative process of the analysis.

Key words: Learner corpus, words that are used both as noun and verb

Granger, S. (2002). A bird's eye view of learner corpus research. In S. Granger, J. Hong & S. Petch-Tyson (Eds.) *Computer learner corpora, second language acquisition and foreign language teaching* (pp. 3-33), Amsterdam & Philadelphia: John Benjamins.

Katarzyna Bańka

Chinese Characters vs. Latin Script. The Acquisition of Written Chinese by Young Learners

The aim of this article is to introduce the differences and similarities between the writing systems of Chinese and Indo-European languages using the Latin script. The main question investigated in the article is: 'Is learning characters by heart the most efficient means of learning Chinese? If not, what is the most sufficient way to learn Chinese characters by non native speakers of Chinese?'. The secondary goal is to investigate the constraints occurring during the learning process of Chinese characters and means used in order to cope with the upcoming problems.

At first the specificity of Chinese writing system will be introduced opposed to Indo-European languages Latin script. Furthermore, the process of acquisition of the Chinese writing system, by young learners, will be introduced, with the explanation of the constraints occurring during the early learning stages. The following part of the article will be the analysis of the characters' learning process, introduction of worldwide known learning characters' techniques and the investigation which of them has the best results in terms of Polish

native speakers learning process of Chinese characters.

All of the conclusions were based on research conducted on a group of 1st year students of Chinese translation program at the Silesian University.

Ingrid Bello Vargas

Opening the Doors to Research to Future EFL Colombian Teachers

“Teachers open doors, but you must enter by yourself.”

Chinese proverb.

The main purpose of this session is to share my experience and reflections as a teacher-educator leading the research component of an undergraduate ELT program in Bogotá, Colombia in order to open a space for reflection and discussion on the reasons to encourage pre-service EFL teachers to conduct research, the challenges of this endeavor, and the actions we may take to build and maintain a research community with our colleagues and students. As stated by Mendieta (2013), “a narrative understanding of teaching and curriculum opens new discussions as to the ways innovations and reforms are planned, implemented and studied”; therefore, throughout the presentation I will inquire into my own “story” to talk about the duties and struggles we have as teacher educators and how they can turn into opportunities to empower students to learn, grow and make transformations. This will serve as the ground to pinpoint some pedagogical strategies to open the doors to research to novice teachers. All in all, the talk is meant to foster reflection-on-action (Schön, 1983; Burns, 2010) among all language educators eager to exchange similar experiences so as to enhance the social construction of knowledge.

Anna D. Biedrzyńska

Re-definitions of student self-concepts

Mobility has always been a part of people’s lives. However, as many researchers claim, it has never been so intense as nowadays due to modern means of transport. Where people of different nationalities meet there meet their cultures, culturally and historically shaped views and beliefs. Such international encounters entail redefinitions on many levels. There may be contexts which boost self-esteem and situations which induce negative self-perceptions. People redefine concepts about others and selves, they redefine their systems of beliefs and values, they redefine the past.

The aim of this paper is to discuss the attitudes, beliefs and self-concepts of Polish students in the modern, mobile world and how these concepts are negotiated in the course of social and cultural exchanges. The paper is also intended to investigate possible influence of these self-perceptions on educational goals in foreign language contexts.

Jakub Bielak, Anna Mystkowska-Wiertelak and Mirosław Pawlak

International students’ and teachers’ perceptions of English as an international language

With the growing community of non-native speakers of English, who have significantly outnumbered the

native users and as a consequence have started to importantly contribute to language change, a question arises what people learning English and those spreading its knowledge think about the changing standards and perspectives. The present study was launched to gain a better understanding of the underlying trends as it needs to be acknowledged that a positive appraisal of ELF (English as a Lingua Franca) will have to be reflected in teaching materials, classroom procedures and teacher training programs. An original questionnaire for students based on the available literature of the subject complemented with interview data provided by teachers from 10 countries, enabled the researchers to document a variety of perspectives disclosing little awareness of the ELF – EFL (English as a Foreign Language) controversy with a dominant tendency towards the traditional EFL approach.

Evelina Blok

Creating a handbook of practical phonetics on the basis of a forecast of negative pronunciation transfer followed by special experimental tests (Russian-German studies)

German is one of the most sought-after foreign languages in the new Russia. Practical books on German phonetics for Russians are typically based on some fragments of theoretical comparison of both languages in question. However, no manual on German pronunciation for Russians have ever been created on the basis of real scientific analysis of those pronunciation errors Russians make when speaking German.

When speaking a foreign language, people tend to replace its sounds with those of their mother-tongue. Such negative transfer substitutions can be investigated on the basis of the so-called contrastive analysis, which is a method of contrastive linguistics developed in the 1960-1970s. It enables to forecast those elements, or interference zones, of the target language where difficulties and errors are highly probable.

Early on, contrastive analysis used to promise manifold possibilities of practical application, e.g. creating textbooks on the basis of contrastive factor, i.e. algorithmically. However, some problems hindering expansion of the method were quickly identified. We believe that in order to solve them the procedure of contrastive analysis has to be expanded: interference zones should not only be identified, but also experimentally checked. It should also be taken into account that it is practically impossible to juxtapose two languages solely on theoretical grounds, with no reliance on empirical data. On the contrary, all types of empirical evidence can be of use.

After contrastive analysis is carried out, the obtained data are to be tabulated. The resulting tables are to represent a forecast of interference zones supplied with lexical units in which the interference errors are highly probable. In order to test accuracy of the implemented analysis, questionnaire forms are to be designed with the problem lexical units omitted. E.g., the following example sentences could be included with the questionnaire form for Russians learning German: «Wohin gehst du? – Ich gehe in den _____ (парк)», «Wie fährst du zur Arbeit? – Mit der _____ (метро)». Since the sentences do not provide graphical recording of the omitted words (*Park, U-Bahn*), informants cannot read them and are thus forced to extract them from their memory in order to pronounce. To ensure this important condition, only common lexis should be used, i.e. words familiar to informants in line with their level of L2-proficiency.

Further, recorded informant speech should be analyzed aurally and instrumentally. The results of this last analysis stage could enable to rank interference substitutions in order of their frequency of occurrence. The resulting scale can be used as a basis for creating optimized manuals on practical phonetics of L2

intended for L1-speakers.

In my report, I discuss the main ideas of how to implement the above-stated project in practice by the example of a small fragment of consonant systems of languages in question.

Lucia Buttarro

What is a dual language classroom?

Dual language (DL) programs are relatively new in the United States. These programs aim to create bilingual, bicultural students without sacrificing these students' success in school or beyond. The goals of DL are to provide high-quality instruction for language-minority students and to provide instruction in a second language for English-speaking students. Schools teach children through content, with teachers adapting their instruction to ensure children's comprehension and using content lessons to convey vocabulary and language structure. Striving for a balance of half language minority students and half English speaking students in each classroom, DL programs also aim to teach cross-cultural awareness. Programs vary in terms of the amount of time they devote to each language, which grade levels they serve, how much structure they impose for the division of language and curriculum, and what populations they serve.

Marek Derenowski

Using authentic materials in the foreign language classroom

The use of authentic materials in an EFL classroom is what many foreign language teachers involved in foreign language teaching have discussed in the recent years. We may hear many persuasive voices insisting that the language presented in the foreign language classroom should be authentic and not produced for any instructional purposes. What this means is materials which involve language naturally occurring as communication in native-speaker contexts, or rather those selected contexts, where using a foreign language is the norm: real newspaper reports, real magazine articles, real advertisements, cooking recipes, horoscopes, music, movies, artifacts, travel brochures etc. "Most of the language teachers throughout the world agree that authentic texts or materials are beneficial to the language learning process, but what is less agreed is when authentic materials should be introduced and how they should be used in an EFL classroom" (Kilickaya 2004). The aim of the study included in this presentation was to find out more about the frequency of using authentic materials and the rationale for using them in the foreign language classroom. Additionally, the presentation includes selected types of authentic materials incorporated by teachers during foreign language lessons.

Dönercan Dönük

A Cross-Linguistic Approach to Eradicate Interlanguage Errors

Second language acquisition research suggests evidence in line with negative transfer (Odlin, 1989) as a result of cross-linguistic influence. It is a fact that language learning/ acquisition is subject to some threats as the transfer from one language to another runs in a negative course. This study aims to introduce a model for eliminating negative transfer before it takes place in language classrooms. The model is characterized for having universal features, despite taking its roots basically in the cross-linguistic evidence between Turkish

and English. The basic philosophy of the model is the eradication of the errors before they emerge by using some precautions relying on the linguistic research such as allocating more time and effort to parameters (Chomsky, 1995) and teaching words as bundles through the use of concordances (Biber et al., 2004; Conrad, 2005.). Using corpus-based approaches with the concept of 'pattern' as an interaction between lexis and grammar (O'Keefe et al, 2007) is another way embodied as a suggestion in the model among others. The implications for the language teacher in the service and for the prospective teachers in ITE programs are noteworthy if an accurate lexico-grammar should be on the agenda of the educators.

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Melanie Ellis

How did we do? Examination results as material culture in Polish lower secondary schools

This paper takes as an artefact results from the national examinations in foreign language at the end of Key Stage 3 (*gimnazjum*) which are sent to schools. In interviews directors were asked to talk about the role these results play in the planning and monitoring of foreign language teaching in their schools. In this way, through a study of narrativisation, the meaning given to results can be investigated (Woodward 2007:152).

The interviews took place in spring 2012, a time of change, as for the first time results from the foreign language examination were to be included in the selection process for admission to upper secondary school. This meant the topic had particular pertinence.

Working from transcripts I examine how the respondents describe the role results play in lower secondary schools, and investigate how these results are embedded in the educational process. Interactions which take place between different members of the school staff and the results are discussed and their social implications considered. The aim is to interpret the cultural meaning and significance of examination results in the life of the participating schools.

Woodward, I. (2007). *Understanding material culture*. London: Sage.

Danuta Gabryś-Barker

Big culture in small packages: on material culture in developing cultural awareness

The major focus of this presentation is on material culture and cultural awareness. There are two factors which bring these things together: the perception of culture as a significant element in one's language competence (both in a monolingual and multilingual context) and the role environment plays in the development of this language competence. The artefacts of material culture are "a reflection of identity, individual and group values. These include: ideas, morals, ethics and standards." (Aronin and Singleton 2012: 170). It is also argued that rituals and events are part of material culture (ibid.). Cultural awareness partly means having some understanding of the above point.

This presentation looks at the way environment and more precisely, objects in daily use (realia) reflect culture and at exactly which aspects of culture they portray. In the tradition of communicative language teaching, realia are used as examples of authentic language and representations of culture. The specific object chosen as illustrative material is the Portuguese sugar bag, a tiny object with a message. And this bag, which unlike the Polish or English sugar bag, does not just carry information about a sugar or coffee company or a restaurant, but can be loaded with cultural representations and cultural messages, for example quoting Portuguese poets and writers or announcing important events and presenting famous architectural and sport achievements of Portugal. Thus it could become an effective didactic tool for teachers of Portuguese as a foreign language (PFL). Portuguese sugar bags show that Portugal has a rich culture – a high culture, as well as what is now aggressively promoted by television and other media: *folclóricos*, *música pimba* or *ferias gastronómicas*. It might seem odd that intriguing messages are placed on mundane objects such as sugar bags; however, the sugar bag constitutes an indispensable and ubiquitous part of Portuguese life. Having a sugared cup of coffee with a friend in a cafe is a highly valued and fairly universal way of spending time.

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Elżbieta Gajek

Using the Internet in foreign languages by teenage ergodists

The role of the internet as a resource in language teaching and learning is unquestionable. When the materials are widely and easily available, the learners' strategies of using them become crucial for the students' linguistic and personal development. The paper presents a study on the ways upper secondary school students – first and second class – use the internet materials and tools in foreign languages they learn. 390 learners were asked about their usage of the internet in foreign languages. In the open question they described the specific need or a situation in which they did it. The results confirm personal motivation generated by entertainment, communication needs, and learning languages or translation needs. Students also search for extra information needed for various school subjects and personal interests. They use English materials if they cannot find required information in Polish. Among teenagers travelling and shopping

needs are not popular reasons for using foreign languages. Basing on the study implications for integrating formal and informal learning of languages will be presented.

Marcin Gliński

Using literature in FL teaching as a way of raising students' language awareness and developing language skills

Attention to the issue of teaching a FL through literature has provided the context for recent developments in the worldwide FLT methodologies. It is assumed that "literature often reflects a particular cultural perspective" (McKay, 2000: 191), provides the readers with sample language structures in use (Littlewood, 2000: 178), exposes some certain information concerning a particular topic and encourages the development of some certain "affective states and attitudes. (Burke & Brumfit, 2000: 171-176) During FL classes around the world, students talk about, imitate, write about and relate to their own lives some scores of different literary texts. It seems obvious, therefore, that the analysis and understanding of a literary text cannot exist without the awareness of linguistic forms that appear within its structure. (Burke & Brumfit, 2000: 173-174) The primary aim of the study was to investigate how literary texts can be used during FL classes to raise students' language awareness and develop their language skills. The study was conducted among the students of English Department at the University of Silesia, future literature translators, which seems important in terms of research results. The research tool selected for the study was Gabryś – Barker's (2005: 215 – 216) modified version of a questionnaire concerning students' understanding of language awareness. The questionnaire focuses on the students' own experiences of learning a FL through literature, their understanding of the concept of LA as well as their own suggestions of the possible techniques to be used to develop language skills through the analysis of a literary text. The final part of the paper constitutes an attempt to discuss how literature is used to teach foreign languages in a worldwide context.

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Monika Grotek

Greying society? – representation of ageing in selected EFL coursebooks for adult learners

Since a lot of European countries experience a process of ageing of their populations and a growing number of elderly people undertake foreign language learning in various institutions, such as e.g. U3A (University of the Third Age) the issue of choosing a coursebook arises, especially for students at pre-intermediate level, for whom it is quite time-consuming to produce teacher-made materials at an adequate level. The inspiration

for the study comes from the difficulty of finding a coursebook for U3A students not targeted explicitly at elderly learners and whose content is not age-biased, as at first glance most coursebooks for adults tend to present mainly characters in their early or middle adulthood and the seniors are really marginal and shown in stereotypical roles. The aim of the paper is to analyse the visual and textual representation of late adulthood presented in popular EFL coursebooks targeted at international adult learners at pre-intermediate level with a view to establish its typology, frequency in relation to other images as well as the degree of positive and negative stereotyping also including the social class and gender of the aged characters. Further discussion focuses on the image of the English speaking global community promoted by the coursebooks and the roles offered to the elderly learners.

Claudia Grümpel

First approaches regarding the construction of a Multilingual Learner Corpus

This study aims on a corpus based on blended online tandems for the implementation of German and Spanish (L3) by oral peer-to-peer interaction between A1 and A2-students of German and A1/A2/C1-students of Spanish in the context of formal language learning in universities involved in the project.

The L3-Task Multilingual Learner Corpus will initially be built in German, Spanish and Chinese. In the current study we compare the oral output of 78 students in the context of blended on-line-Tandems (Spanish/German) on a A1 level comparing results with data of 110 students (Spanish/German) forming tandems on a A2 level. The study has been carried out during two semesters.

We review previous data on oral and written on-line-interaction (Satomi Kawaguchi & Juan Ma, 2012; Chiba, 2010; Iwasaki & Oliver, 2003; Bower & Kawaguchi, 2011; Iwasaki & Oliver, 2003; Sotillo, 2005; Tudini 2005, 2010; Zhao & Angelova, 2010 etc.). For qualitative data approach we use Atlas.ti and we compare different transcription conventions (Deppermann, 2008; Schütte, 2007). Our research questions regarding oral output are based on conversational analysis, regarding corrective feedback, negotiation of meaning. Attention is spent also to grammar and phonological awarenesses.

Our study is longitudinal and has been carried out during two separated academic semesters on a formal A1 and A2 framework. All video-conference-recording of on-line-tandems had been carried out outside of the classroom as an independent but obligatory activity.

HE Xuehong

Conceptual Transfer and Second Language Vocabulary Acquisition

Based on linguistic relativity, conceptual transfer means linguistic concepts from different languages affect cognitive development (Oglin, 2005). Research indicates linguistic categories of L1 and L2 words are organized in three ways: conceptual equivalence, where categories in L1 and L2 share boundaries and structure, partial equivalence, where structure and boundaries are partially shared, and non-equivalence, where categories in one language are absent in the other (Pavlenko, 2009). Studies have shown conceptual relationships influence L2 vocabulary acquisition, but have not revealed which relationship generates the

most obstacles, and in partial equivalence, whether more categories lead to more difficulties or vice versa. To investigate these issues, a written narrative task and a forced-choice task were developed for 100 first-year Chinese university students. A four-minute video clip on Mr Bean is used for narrative elicitation and enables the analysis of English word choice within texts. In the forced-choice task, each item is composed of an English word and four pictures to test the internalization of words in different conceptual relationships. Different from previous research, this study investigates word use both within and out-of context, and probes more deeply into conceptual structure by comparing words with more or less categories in partial equivalence. At present, both tasks are being piloted with 22 English native speakers to confirm the task design. In April 2014, results of pilot study with over 30 Chinese students will be available, which will further reveal how conceptual transfer influences L2 vocabulary acquisition.

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HON, Sun yu

A Research on the Comparison of Effects in Composition with Aid of Different Types of Pictures in Chinese Learning as a Second Language

What is the role of composition with aid of visual effects of pictures in material culture in Second Language Acquisition? What is the efficient mode for SLA learners to improve their ability in expression? Through composition with aid of pictures we provide a platform for SLA learners to raise their level of ability in expression.

This experimental research will compare the effectiveness of different types of pictures in building up the ability in composition of learners. The findings show that comparing with one single individual picture, serial pictures can help intermediate learners composing a story more effectively. Second Language Learners require cultural background, narrative, logical, and comprehensive expression abilities, creative imagination and large quantity of vocabularies to support their description of a single individual picture; whereas with serial pictures, learners can describe sequence of a story through details shown visually in the pictures. Therefore, composition with aid of serial pictures effectively raises the ability in expression of intermediate SLA learners.

Rafał Jończyk

How does the bilingual brain respond to emotional language in L1 and L2? An ERP study with Polish-English bilinguals

Knowing how foreign language learners perceive and express emotions in their L1 and L2 is of vital importance to foreign language teachers. Empirical research in bilingualism suggests that late bilinguals may

process emotions differently in their respective languages . These findings, however, are based on inferences from studies using behavioral and psycholinguistic methods and on bilinguals' self-reports . Neurolinguistic studies can provide further insights into affective processing in bilingual speakers but the few studies to date have produced inconsistent results. The key weakness in this research is the focus on single decontextualized words that are not representative of everyday communication. The present study addresses this problem by introducing communicative context as an independent variable in two experiments conducted with English monolinguals and Polish-English bilinguals living in Poland or in the UK. In these two studies processing is examined via event-related potentials (ERPs) focusing on the N400 component, which indexes the amount of stimulus predictability from the context as well as its emotional content, independently. Experiment 1 focuses on the processing of word pairs consisting of a neutral, negative or positive prime followed by a related/unrelated positive or negative target, e.g.

funeral – devastated

leaf – devastated*

person – devastated

luxury – devastated*

Experiment 2 examines the processing of target words from experiment 1 in a neutral/positive or neutral/negative context for the congruent/incongruent positive and negative targets, respectively, e.g.

When her son was injured in the accident Claire was devastated / sexy*

When Lily learnt what had happened to her dog, she was devastated / sexy*

It is not the body but personality that makes one sexy / devastated*

Katy's amazing curves and her great taste make her so sexy / devastated*

The gradual increase of context saturation in the experiments offers a better understanding of the way bilingual speakers process affective language in everyday life. The findings provide important insights into the role of context, L2 proficiency and context of acquisition in affective processing in bilingual speakers and have implications for future research and language teaching.

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Burcin Kagitci Yildiz

The relationship between students' preferences for written feedback and improvement in writing: is the preferred one the best one?

With the increasing population of 'autonomous learning', students' preferences are being paid more and more attention in foreign language education; however, teachers' meeting students' all expectations and preferences may not always yield positive results for the students. As Brown (1998) puts it, 'students' preferences should neither be ignored nor put on a pedestal, and any mismatch between teacher practices and student preferences must be examined'. In this session, the presenter will share the design and the results of her study, which aims to investigate a) which type of written feedback university prep-school EFL students with elementary level of proficiency prefer to receive on their written texts, and b) whether or not the (mis)match between students' preferences and received feedback affect their level of improvement in writing. The results show that the majority of the students prefer to receive use of error codes in their written texts; however, giving them what they ask for may not contribute to their improvement as would be expected. It is expected that the results of this study will contribute to the fields of second language acquisition and teaching L2 writing.

Masaaki Kamiya and Priya Anath

Effect of Prosody on Disambiguation in L2 Japanese: A Case of Universal Quantifier and Negation

The present study demonstrates that prosody is dissociated from second/foreign language learners. A case in point is when native speakers of English (L1 English) learn Japanese (L2 Japanese). In Japanese, there are two types of particle 'wa' (thematic topic and contrastive topic), with unique prosody for meaning distinction. Native speakers of Japanese distinguish the ambiguous interpretation of (1) by interpreting the relevant prosody of 'wa'. However, Leddon (2003) reports that L1 English do not resort to interpreting prosody to disambiguate (2).

- (1) Minna-wa ne-nakat-ta. (2) All the students didn't sleep.
All-_{TOP} sleep-_{NEG-PAST}
- (i) None of them slept (total negation).
- (ii) Not everyone slept (partial negation).

By implementing a series of picture-verification tasks (subjects listen to the ambiguous sentences and choose the relevant picture for the appropriate interpretation), we discovered that L1 English do not pay attention to phonological contours to disambiguate ambiguous sentences in Japanese at every proficiency level. The results show that the L1 strategy is transferred to L2. Also, for L2 Japanese, interpreting prosody is the least likely trait to be acquired, which is the same conclusion reached by Goss and Nakayama (2011).

Ireneusz Kida

Modern Standard English in the light of creolisation theory

In my paper I am going to discuss the state of Modern Standard English in the light of creolisation theory. It is known that the English language has changed significantly from the Old English times onwards due to intensive language contact and internal changes. I will discuss the aspects of English that are in favour of and against English being a creole language. The aspects that are in favour are for example the obligatory SVO word order, a rich tense system, prepositions in place of cases, whereas the aspects that are against are for example the *adjective + noun* word order, remnants of the old distinction between strong and weak adjectives, remnants of the rich inflectional grammatical system. I am also going to focus on the problem whether creole languages are in any way worse than the languages on which they are based.

Grażyna Kiliańska-Przybyło

Cultural constraints on the use of everyday objects: material culture as a cause of communication failure

The paper examines cultural constraints that determine the use of particular objects in social interaction. Schlerett (1991: 231 in Barański 2007: 20) points out that culture consists of acts, defined as action, behaviour and artifacts. Researchers (Barański 2007, Cole 1996, Knappett 2011) agree that artifacts are differentially defined by particular communities. Additionally, they play an active part in forming and giving meaning to social behaviour. Hodder (1982: 2) states that cultural 'similarity' reflects degrees of interaction. Consequently, lack of awareness and lack of knowledge about cultural constraints often leads to miscommunication or communication failure.

The purpose of this paper is to analyze what behaviours and actions are encoded in everyday objects and things. The paper also describes what social consequences the lack of knowledge on cultural constraints brings and what impact it has on social interaction.

The study was conducted among advanced students of English. The data collection techniques include: students' reports and questionnaires.

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Anna Krulatz

Planning effective foreign language lessons using story books

Using story books in second and foreign language classrooms is no novel idea. They "offer a whole imagin-

ary world, created by language, that children can enter and enjoy, learning language as they go" (Cameron, 2001, p. 159) and create opportunities to design holistic language classrooms that focus around themes. Integrating story books into second and foreign language instruction in a way that fosters language acquisition, however, is a task that requires careful planning on the part of the teacher. There is no doubt that effective language lesson planning, whether in EFL or ESL contexts, requires a lot of time, thought and effort. This presentation discusses the results and implications of an action research study conducted with pre-service English teachers in Norway. To plan a lesson centered on a story book, the students used an enhanced tool for English lesson planning based in the following:

- The principles of communicative language teaching and content based instruction
- Gardner's theory of Multiple Intelligences (1983, 1985)
- The SIOP model (Echevarría, Vogt & Short, 2008)
- Bloom's taxonomy

The findings suggest that providing students with a detailed paradigm to guide their lesson planning brings positive results. Most students were able to use the story book to create a logically sequenced lesson that is based in applied linguistics theory and that promotes second language acquisition. The presentation discusses these findings in detail and suggests directions for future research.

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Małgorzata Krzemińska-Adamek

Investigating the development of academic vocabulary knowledge of Polish advanced learners of English

It is a commonly accepted fact that high frequency words (2,000-3,000 word families) constitute the minimum vocabulary for a relatively successful communication in a foreign language. Once this vocabulary has been mastered, teachers' role is to take decisions concerning further vocabulary instruction, which will be significantly affected by learners' motivation for L2 learning. While the reasons for taking up language education may vary from student to student, many of them would see foreign language learning as a tool for enhancing their professional and academic development. In the light of such a formulation of learning goals, it seems justified to enrich vocabulary instruction with an academic component – words which are likely to appear in a range of academic texts and which constitute a basis for the acquisition of technical vocabulary in a given field.

The objective of the paper is to address the main issues concerning the nature of academic word lists and problems arising from using the lists in vocabulary teaching and assessment. Most importantly, however, the aim of the presentation is to report findings of a longitudinal study aimed at investigating the development of academic vocabulary knowledge in the students of the Department of English at Maria Curie-Skłodowska University in Lublin. The analysis concentrated on the development of three types of lexical knowledge: receptive, controlled productive and free productive, and involved two measurements seven months apart. The presentation will close with a discussion on the pedagogical implications of the study for foreign language instruction at the academic level.

Tae Kunisawa

Interactional Sign Operation: Developmental Processes of Speech Production and Grammar in L2

The present study argues that sociocultural theory, linguistic relativity, thinking-for-speaking (TFS), interface hypothesis (IH), and Pavlenko's work (2011) share identical notion. Developmental processes of participants' speech production and grammar knowledge have been analyzed based on data collection at English as a Foreign Language (EFL) high school class in Japan. Pre-, post, delayed post-tests were administrated to analyze the developmental processes. The results of the data analysis suggest that:

- (iii) Iconic co-speech gesture imitation (ICSGI) and auditory training have an effect on the reconceptualization of vertical spatial coordination system, when learning EFL. Consequently, EFL learners' oral speech and the knowledge of grammar on the vertical space develop.
- (iv) The auditory training facilitates the development of knowledge of grammar better than the ICSGI.

Sign operation induces higher mental function (Vygotsky 1999, p. 45). Gesture is the visual sign. Speech is one of the higher mental functions (Vygotsky 1993, p. 192). In FL learning, verbal thinking is the most prominent (Vygotsky 1987, p. 223). Thinking in concepts is not possible without verbal thinking (Vygotsky 1987, p. 131).

"[R]estructuring of linguistic categories, perspectives and frame of reference, are of central interest in the study of bilingualism and thought" (Pavlenko 2011, p. 247). Whorf (1956) proposes the linguistic category (p. 72). Linguistic category is higher cognitive processes (Athanasopoulos 2011, p. 61). Thus, restructuring linguistic category requires higher mental function. "With the inclusion of the complex mediated level of higher mental functions, there is a radical reconstruction of behavior on a new basis" (Vygotsky 1999, p. 25).

Little has been known of the structure of the L2 oral speech production system due to disagreement among researchers concerning lexical storage and the relationship between concept and word meaning (Kormos 2006, p 68). Vygotsky's study on amnesic-aphasia (1998) shows that concept and word meanings are stored in different cortical areas. Thus, it appears that Vygotsky proposes the development of speech based on the differentiation of concept and word meaning.

"[G]rammatical constructions come with meaning" (Lakoff 1987, p. 257). Sign language studies shows the development of grammar and lexical skills following cochlear implantation (Nikolopoulos et al. 2004; Chilosi, et al 2013; Duchesne, Sutton and Bergeron 2009). Sound in human speech is a sign that is

linked with meanings (e.g. Vygotsky 1987, p. 49).

Word meaning is the unity of speech and thinking (Vygotsky 1987, p. 51). The TFS pursues the interface of the conceptualization of events and language, and considers that semantic domain is important in all languages (Slobin 2003, p. 161). The IH claims that “[G]estures originate from an interface representation between speaking and spatial thinking” (Kita and Ozyurek 2003, p. 17). Speech is the basic means of thinking and plays a role of higher mental functions. (Vygotsky 1998, p. 169). Speech plays a crucial role to unify meaning and word (Vygotsky 1987, p. 282). “The very essence of linguistic is the quest for meaning” (Whorf 1956, p. 79). Meaning interfaces thought and the word that is higher form of sign (Vygotsky 1999, p. 63).

Özge Kutlu

Developing coherence in writing texts through a web 2.0 tool

Cohesion as one of the important standards of textuality, (de Beaugrande and Dressler, 1983, as cited in Bereczky, 2007), has been a problem in the course of writing skill (Witte & Faigley, 1981; Ahmed, 2010; McNamara, 2010; Tuan, 2010; Zergollern-Miletić & Horváth, 2010). Though the students try to use some cohesive devices, they make mistakes and have difficulty in using them. On the other hand, Witte & Faigley (1981) points out that students also need to go across "sentence boundaries" to create a whole text. Therefore, in order to make the students connect the sentences coherently, they need to be taught some cohesive devices. To teach those cohesive devices effectively, this study has used a web 2.0 tool (see the References). The reason for using this tool lies behind the potential of technological tools to teach conjunctions and many other language skills as well as teaching grammar and particularly conjunctions (Lacina, 2005; Hegelheimer & Fisher, 2006; Chomchiawchan & Khampusean, 2012). The participants of the study are 60 preparatory class students, and they have learnt the cohesive conjunctions via technology. The pre and post test results (gathered via a scale to assess paragraph) of the students indicate that there is a statistically significant difference between their results. The results of the present study shed light onto the possible use of a technological tool to develop coherence and teach cohesive devices.

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Agnieszka Lijewska and Agnieszka Otwinowska-Kasztelanic

Material culture in L2-L3 code switching: the role of faces and names

Evidence for unintentional switches in L2 and L3 production comes mostly from linguistic and naturalistic studies (e.g. Odlin & Jarvis, 2004; Williams & Hammarberg, 1998). Here, we aim at investigating control mechanisms in language production in multilinguals. The study was inspired by a paradigm designed by Hartsuiker & Declerck (2013), which showed that failures of control (unintended other-language intrusions) can be elicited in the context of famous people's faces and names associated with a given language and culture.

Hartsuiker and Declerck tested participants in their L1 and L2. Our study aims at eliciting unintended intrusions of function words while producing L2 and L3. In Task 1 Polish-German-English trilinguals described (in L2 or L3) simple animations featuring famous Americans or Germans. The animations with 3 photos of famous peoples' faces were presented on the computer screen. Two photos moved while one remained stationary. Each participant produced short sentences describing the animations in a language congruent or incongruent with the language associated with the people (e.g. "Bill Clinton and Tom Cruise move up and Barack Obama stays"). In Task 2 participants produced spontaneous written narratives based on picture stories featuring the famous people. Key-logging software recorded non-target language intrusions. Results suggest that cues such as faces associated with a given language/culture are strong enough to affect language control.

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Beata Malczewska-Webb and Alicia Vallero

Material culture in virtual classrooms: student preferred resources in blended and online programs

The definitions of material culture in relation to human behaviour involve elements such as the cultural material objects as such, the production of these objects, their role in human life, the relationship between these objects and humans and how humans use them while addressing the needs they aim to fulfill. Education and language learning, as aspects of life deeply embedded in human culture, have always involved the outcomes of technological advancement. Throughout the last century, the technological outcomes excited language educators who believed that a gramophone, record player or a computer would fulfill the role of a critical language teacher. These expectations have demonstrated that technology can only succeed when adopting context-based sound educational-methodological principles. It is never about the technology itself but what language educators do with that material culture and how particular technology addresses student needs. These issues must be addressed in the era of proliferation of the virtual education, with students increasingly enrolling in blended and online programs where virtual classrooms replace the physical ones. The aim of this paper is to examine student preferences in educational resources used in blended and online TESOL and Spanish as a an additional language programs at Bond University, Gold Coast, Australia. The educational platform Blackboard is used for the delivery of these programs and students have a wide range of resources such as documents, interactive tools, pre-recorded lectures or links to internet sites. This project is a pilot study in preferred resources and will help determine the relationship between student choices and the virtual materiality. The outcomes of the pilot study will be used to evaluate and aid the ongoing changes to the blended and online programs in Spanish and TESOL at Bond University.

Irina Markovina

Representations of Material Culture in the Association Fields as Externalized Images of Verbal Consciousness: Looking for New Approaches to Teaching English for Specific Purposes

The paper discusses the problem of application of the psycholinguistic theory of verbal consciousness and ethnopsycholinguistic lacuna theory to teaching a foreign language for specific purposes. Based on the psycholinguistic approach to cross-cultural communication, it is obvious that while learning a foreign language in general, and for specific purposes, in particular, students should acquire some basic images of the ethnic verbal consciousness (professional verbal consciousness) of their potential partner. The images of verbal consciousness of the participants of an intercultural dialogue have both similar and culture-specific features. The more common are features in the (verbal) consciousness of the dialogue participants the better are chances for mutual understanding. The analysis of verbal consciousness images obtained through the association experiment shows the elements of both material and non-material cultures to be present. Of specific interest is cross-cultural analysis of material and non-material culture representations in the content of verbal consciousness images. In our opinion, the language-for-specific-purposes course should provide the students with the knowledge of the culture-specific content of professional consciousness images of their potential international partners.

Otilia Martí-Arnándiz and Patricia Salazar-Campillo

Checking authenticity of pragmatic language input in the EFL classroom: the presence of situation-bound utterances in infant textbooks

One-third to one-half of the English language is composed of formulaic elements. They have a facilitative learning effect especially on children's early interlanguage stages. In fact, according to Fleta (2006), the use of formulaic language in the English classroom triggers infants' oral production. This paper focuses on infant textbooks as a crucial source of classroom input in English as a Foreign Language (henceforth, EFL) settings to detect the appearance of situation-bound utterances, defined by Kecskes (2000) as "prefabricated pragmatic units with a strong tie to particular situations". Such utterances, more quickly processed than non-formulaic language (Conklin and Schmitt, 2008), allow infants in the English class to use pragmatic formulae, without previous syntactic knowledge, in order to carry out their communicative needs (Girard and Sionis, 2004). Therefore, is this type of formulaic language a priority of textbook authors? This question will be answered by considering two different kinds of textbooks for three, four and five-year-old students which claim, either exposing children to authentic/natural English, or to simple English in a parallel sequence to mother tongue(s) pedagogic material.

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Małgorzata Marzec-Stawiarska

Source (mis)use, plagiarism and writing in a foreign language

Aronin (2013: 183) implied that the study of material culture in the context of foreign language learning may cover various types of resources, authentic materials and realia applied while teaching foreign languages. As there are many directions in which material culture can be studied this presentation will discuss the (mis)use of sources by students while completing their written assignments, e.g. essays, BA and MA theses, in a foreign or second language, from a perspective of plagiarism. It is an attempt to compile, classify and examine research conducted on this topic with the emphasis put on the notions plagiarising entails and relates to, its types and possible causes. Finally, the complex issue of dealing with plagiarism will be raised by analysing the reported academic staff reactions to the cases of their students plagiarism.

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Olga Misechko

Cultural aspect of teaching English: its implementation in Soviet school course-books

In the process of culture-focused foreign language learning and teaching, language course-books are of major concern to provide both learners and teachers with some materialized representations of the cultural dimension of the target language: informative texts; supportive illustrations; demonstrative situations; materials for analysis, etc. They are much relied upon in the situation of lack of other resources on cultural issues, and, on the other hand, they suggest strategies for dealing with such resources in case of abundance of the latter. Analysed in terms of their temporal continuum, language course-books reflect dominating historical tendencies of cultural education through the language.

In this presentation I would like to make a short historical overview of trends in the contents of English course-books used in the former Soviet Union from the point of view of to what extent, how and through what material objects cultural knowledge and values, patterns of thought and behavior of representatives of other national cultures were delivered to Soviet schoolchildren. The presentation is meant to reflect on decades-long perspective of expulsion from the course-books of positively referred to cultural information about English-speaking countries in the 30-s – 40-s; strongly limited by ideological reasons selection of culture related materials in the 50-s – 60-s; introduction of so called lingua-cultural approach to teaching languages in the 70-s – 80s. Factors that influenced the development of cultural aspect of teaching English in the Soviet setting will be discussed.

Neophytos Mitsigkas

Using novels for English Language Teaching (ELT) purposes

Even though literature has always been a perpetual feature of language learning, yet the transition from the aesthetic view of literature to the more authentic experience when using it in the language classroom has marked its implementation and use. This paper prominently aims to contribute further to the discussion involving the importance of literature as a mainstay of language teaching. In choosing among various genres of literature, I will preferably make an extended reference on the use of novels as a means of both linguistic as well as pedagogical development. Additionally, I will try to emphasize how important the inclusion and study of culture in language teaching are by reference to the use of novels in the language classroom in order to enhance and augment the students' development of cross-cultural awareness.

At this conference, I will firstly attempt to distinguish the main characteristics of novels in a way that they enhance the language learning process. Secondly, I will present the benefits as well as the difficulties originating from their use in the language classroom dealing not only with the teachers' exposure to teaching literature but also with the students' perception of reading literature for language development. Finally, I will make reference to the students' views and beliefs in using novels as an English language teaching material as it comes out from the teaching of English to high school students in Cyprus.

Zbigniew Możejko

What can ELT coursebooks from the 1930s tell us about FL teaching: on the example of L'anglais vivant, (1932) by P. and M. Carpentier-Fialip

The aim of the paper is to investigate the possible influences of early 20th century modern languages coursebook. First, it examines a list of glottodidactic traditions that may in principle be located in FL teaching materials. Second, it applies this inventory to an ELT coursebook published in France in 1932: *L'anglais vivant* by P. and M. Carpentier-Fialip, in order to trace any of the said traditions. For reasons of comparison, references will also be made to other selected ELT manuals, both from the 1930s and more recent ones.

Sebastian Muth

The material culture of public spaces or: Who owns Belarusian? Struggling for authenticity in urban Minsk

The increasing commodification of language and separation of language use and acquisition from identity results in a crisis of legitimacy of the nation state. Authenticity, cultural practices and symbols are renegotiated and reinterpreted in the light of an economic and demographic restructuring of society. Speculations on national values, histories, identities and languages as the symbolic materials that constitute communities no longer meet post-modern economic conditions. In many former Soviet republics, primordial understandings of the nation state experienced a revival post 1991, with language as the decisive element in defining cultural identity. In Belarus, both Russian and Belarusian are state languages, with Russian being regarded as the language of the economy, the media and education and the first language of over 75 percent of all Belarusians. Nationalist discourses are linked with democratization and westernization and explicitly refer to the language as an authentic and democratic voice that challenges established political norms and geopolitical arrangements. Simultaneously, political elites are discovering the material value of Belarusian not as a language of wider communication but as a symbolic expression of national culture and folklore. These entirely different interpretations of Belarusian are also visible in the linguistic landscapes of the country's capital Minsk. Based on linguistic landscape surveys and ethnographic research, this presentation will trace the functions of Belarusian and point out different understandings of authenticity and language in the age of post-nationalism.

Anna Mystkowska-Wiertelak and Mirosław Pawlak

Designing a tool for measuring learners' WTC: Results of exploratory factor analysis

Willingness to communicate (WTC) in a foreign/second language can be regarded as a relatively new individual difference variable. Its extensive study started with the conceptualisation offered by MacIntyre et al. (1998), who viewed learners' WTC as a product of a coaction of psychological, linguistic, educational, and communicative dimensions of language. Numerous studies conducted to date in a number of contexts (e.g. MacIntyre & Legatto, 2011; Peng 2013; Peng and Woodrow, 2010; Yashima, 2002; Yashima et al., 2004) have attempted to test, verify or amend MacIntyre et al.'s (1998) model. The present study was undertaken to investigate the relationship between 114 Polish advanced learners' WTC in English and an array of individual and contextual variables, including communicative confidence, international posture, ideal L2 self,

ought to self, beliefs, Gardner's (2001) integrative motivation, classroom environment, classroom WTC, and out-of-class WTC. The tool that was employed in the present study, based on scales widely used by other researchers, had undergone considerable changes to reflect the character of the context. The psychometric properties of the scales were established by identifying and validating the factor structure of the items included therein. Exploratory factor analysis was employed to identify the variables measured by the related scales. The results of this pilot procedure will enable the researchers to apply the newly designed instrument in a larger scale project.

Sanguangarm Nittaya

Application of Teaching Materials in EFL Classes: Conflicting Applications

Because the 21st century is a time of sweeping changes, students need to be equipped with new skills. However, customs and traditions, including pedagogy, are deeply incorporated into the field of education, and it takes time to put research results into practice. The main purpose of the present study was to investigate the perceptions of 70 prospective English as a Foreign Language (EFL) teachers concerning the use of teaching materials. The study also examined their actual practices in teaching trials after having been instructed about lesson plans with effective teaching materials that provide skills needed in the 21st century. The study was conducted at a local university in Thailand and data were collected through lesson plans, observation of teaching, and participants' logs.

The study found that the participants had positive perceptions of the use of traditional teaching materials. In addition they applied mainly traditional teaching materials in their teaching trials. The paper discusses these results to highlight the importance of the gap between current and expected practices of using teaching materials as well as practical applications.

Anna Niżegorodcew

Material culture artifacts and language: Lwów in old postcards

This presentation shows how Lwów (Ukrainian: Lviv), a city in Western Ukraine with a long and multicultural history, is depicted in old postcards from the first half of the twentieth century, when the city was, first, the capital of Galicia (part of the Austro-Hungarian Empire) and in the interwar period (1918-1939), one of the major cities of Poland. Language or languages on the postcards indicate not only the national identity of their publishers and senders, but also the changing political status of the city. The source of this presentation is a recently published album *Lviv na starikh listivkakh* (2011), compiled and designed by Oleksandr Korobov. The relationship between material culture (the postcards included in the album) and the languages of their presentation to the contemporary readers (Ukrainian, Russian, Polish and English) is analysed with a view to suggesting how the generation of contemporary Ukrainians, who have received a heritage of their own and other material cultures, presents it to their own citizens (in the Ukrainian and Russian language versions), to their former neighbours (in the Polish language version) and to international tourists (in the English language version).

Dorota Owczarek

Language identity in formal education

The topic of my presentation is the sense of identity among FL learners of German and English at the advanced level. I will report the findings of the survey conducted among FL learners at the advanced level in the Institute of Applied Linguistics in Poznan in 2013/14, and later discuss, following C. Kramsch and A. Pavlenko definitions of language subjectivity and identity respectively, the perception of the self as related to language competence and use acquired in formal education. Next, I will relate these findings to a similar research on the question of language and identity carried out in other European countries.

In detail, I will attempt to indicate how emotions are at play when students shift from language to language and whether formal language education can lead to a change in the perception of the self, and if yes, what changes can be observed. The last point of my discussion will be devoted to the role of material objects in FL learning. Specifically, I will focus on students' awareness (or lack of it) of the role physical objects play in establishing connections/links between their selves and languages they study and speak. My research question in this respect is: do material objects serve only as props or are any of them significant in forming emotional links with the language.

Vildan Özdemir and Özge Kutlu

A Case Study: The Ideas of English Teacher Candidates about Web 2.0 Materials in Micro Teaching

With the development of technology, language classrooms have welcomed various technological materials into classroom settings around the world. Considering English teacher candidates of this era, it can be said that they not only need field knowledge but also need technological knowledge to satisfy the needs of their students. Taking into consideration this need, the present case study aims to discover the ideas of English teacher candidates about Web 2.0 materials in micro teaching classes. The participants of this study are 40 English teacher candidates who are studying at an English Language Teaching Department of a state university in Turkey. This case study is also going to find out what the candidate teachers pay attention to while choosing their web 2.0 tools. Furthermore, semi-structured interviews will be conducted with the participation of candidate teachers to investigate their ideas about web 2.0 tools in detail.

Sophie Papianni

Contemporary experiences in teaching English as a second language

Today, who teaches English as a second language is well aware of the new methods, procedures and elements which are spread in different directions in our contemporary culture and inevitably influence theory and practical didactic experiences. The one, fundamental presence we teachers have to include in our mental and practical lesson plans, is internet.

In this paper I will try to analyse how internet is able to promote interest in the students and therefore an important teaching tool which may also help to highlight the importance of material culture.

Anna Pełczyńska

The qualities of paintings explored in creative writing tasks in a language classroom

The first part of my presentation outlines the scope of definitions of creative writing and creativity to highlight the complexity of the phenomenon, which is the main reason for incorporating art in creating writing tasks in a language classroom. On this background, the qualities of paintings that may play an important role in generating divergent thinking and producing creative texts are discussed and the examples presented as well as analysed.

Simone E. Pfenninger

The misunderstood variable: Age effects as a function of type of instruction

This study was designed to investigate the effects of age of onset and type of instruction on ultimate EFL attainment at the end of the period of normal schooling in Switzerland, measured in terms of written fluency, complexity, morpho-syntactic accuracy, vocabulary size, and listening skills. Data were gathered from four groups of 18-year-old Swiss German learners of English: 50 were early starters who had attended an immersion (CLIL) program in elementary school and who continued CLIL in secondary school (EARLY CLIL), 50 had followed the same elementary school program but then received traditional EFL instruction after elementary school (EARLY NON-CLIL), 50 were late starters who began learning English immersively in secondary school, (LATE CLIL), while the other 50 attended a traditional EFL program (LATE NON-CLIL). Results show that age of onset alone does not seem to be the distinguishing variable, since early introduction of English in elementary school did not result in a higher level of proficiency when exposure to the language was limited to a few hours of class per week. The EARLY NON-CLIL participants were caught up and in certain areas significantly surpassed by the other groups, despite the additional five years of English study they had had in elementary school. The best results were found when early CLIL instruction was followed up by the use of English as an additional language of instruction in secondary school (EARLY CLIL group), which confirms the link between young starting age, implicit learning and long and massive exposure.

Liliana Piasecka

Longplay album covers and learning English – a personal reflection

Music, especially pop music, is an important motivating factor in learning languages. Listening to music has been identified as one of the main reasons of using Internet (eg. Piasecka 2013). In the 21st century access to various samples of music is unproblematic due to the omnipresent information and communication technologies. However, in the 1960s and 1970s, for people living behind the Iron Curtain, access to Western music was neither simple nor cheap. Owing the Beatles record, for example, was considered as a mark of identity – the owner was someone to make friends with and to listen to the records. Glossy album covers attracted the attention of youngsters by the design that told stories about the singers and their music. We also wanted to find out what the songs were about so we were listening carefully, trying to put down the lyrics and find the meaning – quite a challenging task for beginning learners of English.

During my presentation I would like to discuss how pop music, coming in LP records in attractive covers, drove our desire to understand song lyrics and how it motivated my generation for learning English.

Ewa Piechurska-Kuciel

Financial concerns and foreign language attainment

The language learning process is intertwined with various life events, some of which can be quite negative. Berkowitz (1989) demonstrated that stressful and frustrating events are related to an increase in negative affect that may be expressed in various ways, from hopelessness to anger. One of the main factors assumed to provide the primary force for perceiving higher levels of stressors in different areas of their life are financial concerns caused by one's material situation (White & Rogers, 2000). A family's poor financial situation is likely to induce reduction of investments in different forms of cultural practices, such as visiting museums and/or taking extracurricular classes (Aschaffenburg & Maas, 1997). Such shortcomings may in effect deprive adolescents of a chance to develop the cultural skills and preferences rewarded in school, and thus lead to lower school attainment (Schoon et al., 2002).

For the purpose of this presentation it is hypothesized that negative affect evoked by financial concerns may be revealed in forms of school attainment, such as self-assessment of FL skills. Due to the specificity of FL learning, negative affect may cumulate in an adolescent sensitive to money worries, leading to poor achievement.

The participants of the study were 609 students from 23 classes of the six secondary schools in Opole, Poland (384 girls and 225 boys), whose mean age was 17.48 (min. 16, max. 19). They were analyzed by means of the scale called *Financial Concerns* (Conger & Elder, 1994). The statistical analyses revealed that students with low and high level of financial concerns significantly differ in their final grades obtained in their foreign language course. However, they do not differ in their levels of self-assessment of FL skills. Overall, the findings reported in this study indicate that financial concerns are significantly related to the students' final grades. As such, they confirm the findings of research on the individual's well-being and their functioning in various domains.

Laura Portolés Falomir and Maria Pilar Safont Jordà

The use and function of formulaic speech in multilingual classrooms

The role of formulaic speech (henceforth FS) in the development of children's communicative competence has been signaled out by several authors (Klein, 1986; Girard and Sionis, 2003, 2004; Wray and Perkins, 2000). Nevertheless, these authors have only considered the use of the target language (e.g. English) in their analyses, hence adopting a monolingual perspective in examining classroom discourse.

From a multilingual perspective, previous languages should be considered as pivotal in the acquisition of an additional language and not as drawbacks (Jessner, 2013). On that account, this paper aims at examining the use and function of FS in multilingual schools by focusing on Catalan-Spanish bilinguals learning English as a L3. Qualitative naturally-occurring data were collected by means of video and audio-recordings and analysed by examining the use and function of FS in the three languages under analysis: English, Catalan and Spanish. The results confirmed the great variety of FS employed by multilinguals in communicative interaction and the constant alternation of languages when using FS in order to satisfy different functions. However, we found that teachers still advocate for language separation and ignore learners to use their L1 and L2 in the multilingual classroom. Some educational implications are finally proposed on the basis of

these findings.

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Andrzej Porzuczek and Arkadiusz Rojczyk

Intention vs realisation in multilingual contexts. The case of geminates.

In FL learning the learner's production is a result of both conscious realisation of the knowledge acquired in the teaching-learning process and subconscious imitation of the perceived input. Apparently, the latter component prevails in the case of SLA, where explicit instruction is relatively limited. However, the final output is additionally modified by individual articulatory motor skills. This presentation shows one aspect of the relation between the learner's conscious intentions and actual oral language production. We investigate how advanced Polish learners of English use their linguistic competence and intuition in the production of Polish and English sentences containing Polish, English, German and Italian family names with potential intervocalic nasal geminates. The results focus on the correlation between the participants' intention to geminate consonants represented by double letters in the abovementioned combinations and their actual realisations in terms of consonant duration and rearticulation analysis. The conclusions, apart from the influence of tested word origin and language context, point out the scale of discrepancy between the learners' intention and realisation, reflecting their individual capacities to control the prosodic organisation of speech.

Joanna Rokita-Jaśkow

Provision for foreign language learning at pre-primary level: the kindergarten head teachers' perspective

The paper reports on the project carried out in private and public kindergartens in Poland with a view to inspecting the organisation of FL teaching. The head teachers were surveyed on their beliefs about the goals of early FLL and activities which they promote in their institutions in order to meet these objectives.

The results showed on the whole closer supervision and better quality of teaching in private kindergartens than in public ones. In the former teachers were employed directly by the head teacher, groups were smaller, also more activities were carried out to promote intercultural curiosity and plurilingual awareness. In addition, learners were motivated intrinsically rather than extrinsically. These facts show that differences in provision and thus learning opportunity start very early and are dependent on parents'

socioeconomic status. The findings of this study may bear relevance for future language policy planning, such as lowering the age of obligatory FL instruction, so that it can equip all children with similar learning opportunities at the outset of their learning careers and caters for high quality FL instruction for all.

Salama Embark Shihiba

Some Libyan university students' attitudes towards using authentic language materials for their reading classes

My paper presents the findings of my recent research on investigating 100 Libyan EFL university Students' attitudes towards using authentic and non-authentic language materials for their English reading classes. The data for this research was collected through a close-ended questionnaire including 15 statements. The statistical data was analyzed and presented on 15 figures. The main conclusion drawn from this research emphasizes the participants' preference of the authentic materials. However, this preference should not lead to ignoring some contextual, social and cultural considerations during the process of selecting the reading texts. The findings of this research highlights the importance of considering the cultural realities of the Libyan context when making decisions on importing language materials designed for western contexts.

Paweł Sobkowiak

The intercultural discourse in EFL textbooks

This presentation will report on the findings of research which aimed to answer the following questions: 1. Do the English language textbooks used in Polish high schools give learners opportunities to reflect upon the culturally determined nature of language, understand the notion of culturally determined behavior of people and the nature of interaction as the “reciprocal interpretation and creation of meaning” (Liddicoat i Scarino 2013: 63)?, 2. Do they help learners acknowledge the cultural dimension of their own identities, i.e. that they are cultural subjects, raised in a particular cultural context, affecting their conceptual system and value judgments, and do the textbooks contribute to relativization of learners' selves and decentering (Byram 1997)?, 3. Does the representation of foreign cultures in those textbooks reflect the status of English as an international language, i.e. to what extent they depict different foreign cultures?, 4. Will textbooks train learners to be alert to individual and cultural differences, foster empathy, teach them to suspend judgment, thus contribute to promoting tolerance and avoiding giving rise to prejudice and stereotypes? 5. Do the textbooks give learners opportunities to define and design for themselves *the third place* or *sphere of interculture* (Kramersch 2011), which will allow them to look at their native and foreign cultures from both insiders' and outsiders' perspective?

Ekaterina Staroverova

Language testing and automated scoring

Language testing, like all educational assessment, is a complex phenomenon especially for Second Language learners and teachers. We can perceive language tests differently depending on our own experiences.

Nowadays the computer has a potentially significant role to play in language testing. Therefore the paper

focuses on Computer-Assisted Language Learning (CALL) that has now become an accepted addition to the resources available in the language classroom.

The paper is intended to describe advantages of computer-adaptive tests and different techniques recommended and widely used for the testing of many language abilities. Tasks are set to form a representative sample of the population of oral tasks that we expect candidates to be able to perform. The tasks should elicit behaviour which truly represents the candidates' ability and which can be scored validly and reliably.

Maria Stec

Culture and illustrations in EFL materials for young learners

The paper will focus on English teaching and learning materials used in foreign language education. The aim is to identify the most important factors linked with teaching culture in English syllabuses and course books. A general tendency is to incorporate culture content into materials to enrich linguistic content. The idea is to find answers to two questions: What is the nature of culture content included in materials for young learners? What is the nature of visual content which supports teaching culture? The project involves an analysis of syllabuses and course books currently used in teaching English to very young learners, young learners and older young learners. The data will be collected during the review studies and based on a set of criteria. It is hoped that the results from the research project will enrich the process of materials design for children.

Ewa Surdacka

The process of collaborative (re)translation: delving deeply into text or sliding on the surface?

Despite translation being widely used in foreign language instruction, little research has been conducted to date to examine the contribution it makes to the development of learners' communicative competence. Still fewer studies have addressed the issue of translating texts for didactic purposes. The present paper reports on a small-scale exploratory study, preliminary to a larger project, seeking to fill this research gap. The aim of the study was to determine the extent to which advanced learners focus on formal aspects of language and reflect on cross-linguistic similarities and differences while translating short texts from L2 into L1, retranslating them back into L2 and comparing their L2 translations with target language source texts. The amount and the kind of learner-initiated focus on form was to be an indicator of the activity's language learning potential. Data obtained from recordings of learner interaction, keystroke logging and learner-produced texts shows that at each stage of the procedure learners tend to concentrate predominantly on lexical items occurring in the texts, with less attention being devoted to grammatical issues and hardly any to textual organisation. What is more, they do not make cross-linguistic comparisons and they are frequently not able to evaluate the effectiveness of their solutions to linguistic problems encountered in the texts. These results suggest that although the activity seems to create conditions conducive to incidental vocabulary learning, its effectiveness may be at least partially contingent on the guidance and feedback provided by the teacher.

Konrad Szcześniak

Culture-based patterns of coining as a gauge of language proficiency

In recent years, attempts have been made to couch the question of native proficiency in terms of idiomaticity, a notion that lends itself to quantitative analysis. Studies such as Callies & Szczeniak (2008) look at frequencies of dative constructions used by native speakers and advanced learners of English, and they demonstrate that this is a viable parameter for gauging proficiency in learners.

The present study will address the issue of idiomatic language use by analyzing so called patterns of coining (Fillmore 2002, Rasulic 2010). These include expressions (like *mother of all battles*) that rapidly gained currency and led to variations on the theme (*mother of all horror movies, mother of all demos*). What is particularly interesting about patterns of coining is that many high-frequency sequences (e.g. *I'm too sexy*) are often associated with (and indeed promoted by) cultural artifacts such as film or music (and their accompanying material products—posters, album covers, promotional materials, etc.). This means that in the case of English, a global language backed by a global culture, patterns of coining derived from culture are widely accessible to both native speakers and advanced learners, equalizing the playing field and allowing fair comparison. The objective of the present study is to compare the usage of selected patterns of coining in language production by the two groups to determine to what extent advanced learners can demonstrate their sensitivity to elements of culture through the use of culture-based patterns of coining.

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Sonia Szramek-Karcz

Attitudes to non-native bilingualism - cultural aspects

When limited to the territory of Poland, the term non-native bilingualism has come to define Poles living in Poland and speaking a foreign language to their children. In monolingual and monocultural countries such as Poland, non-native bilingualism generates a great deal of controversy.

The attitude towards this phenomenon is of crucial importance to the success of this method of introducing foreign language to kids.

The researches on attitudes towards non-native bilingualism in Poland were conducted on a sample

group of 167 Poles (22-53 years old). The respondents were presented with 21 item scale. The presentation shows the results of statistical analysis of the responses with the emphasis on cultural aspects of three survey questions. The strong correlations between responses are presented. Apart from sex and age, the analysis takes into consideration the command of a foreign languages as well as educational background of respondents' parents.

Aleksandra Szymańska-Tworek

Teaching materials and ELF ideology – attitudes of pre-service teachers

Numerous scholarly discussions and debates have promulgated the concept of ELF and its ever increasing significance. However, despite the fact that the paradigm shift in the use of English has gained recognition and acceptance in theory, it has exerted surprisingly little influence on English language teaching and classroom materials (Jenkins 2002:83). As observed by Seidlhofer (1996:65), textbooks, reference works and supplementary materials that provide the language to be taught still revolve around the concept of native speaker. The general educational precept underpinning teaching manuals is promotion of EFL and successful communication with native speakers. Classroom materials are written from a NS orientation and display norm-bound attitudes and standard language ideology. Deterding (2010:13) talks about a shortage of ELF-based teaching materials and expresses the need for such materials to be developed in the near future. The present study explores pre-service teachers' views on the following questions:

1. How many and which accents of English should appear in the CD recordings that accompany coursebooks?
2. Cultures of which countries should constitute the content of teaching materials?

The study aims to contribute to the debate concerning the implications that the emergence of ELF has on pedagogical materials and practices.

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Aleksandra Szymańska-Tworek and Agnieszka Turzańska

45 minutes within the four walls of a classroom: problems and concerns of student teachers during their practicum

Student practicum is an important part of teacher preparatory program. It is speculated that pre-service teachers who manage to complete their practicum with a sense of accomplishment are more likely to take up a teaching post upon graduation. However, before trainee teachers turn into fully-fledged teachers, they need to work through the numerous challenges that student teaching poses on them. The relevant literature

adduced in the present paper points to a number of concerns that trainee teachers struggle with. First and foremost, they strongly complain about pupils' misbehaviour and lack of motivation. Other stated problems include student teachers' ineffective time and classroom management and feeling of anxiety that accompanies them throughout the whole period of practicum. In the present study we investigated the concerns of over 100 student teachers majoring in English at the University of Silesia. The findings accord with the research literature in that pre-service teachers are mostly haunted by pupils' misbehaviour, inefficient time management, stress and feeling of anxiety. This emotional strain is caused by a number of factors: lack of confidence in one's teaching skills, inability to introduce order and discipline, demotivated learners, being observed by a supervising teacher and conducting their first lesson.

Anna Turula

Uniliterate education in an increasingly multiliterate world – should we be worried?

In my paper I examine the e-learning practices in Poland, at different levels of education. In doing so, I start by presenting and re-interpreting the statistical data found in *Diagnoza stanu kształcenia na odległość w Polsce i wybranych krajach Unii Europejskiej*, oprac. Krzysztof Chmielewski i in., Demos Polska sp. z o.o. 2013r. I also look at the problem through my own research insights (including Kurek and Turula, in press) into computer multiliteracies of different communities of e-practice in Poland. My main point is that both form and pedagogy of e-learning in Poland are in need of improvement. However, while the former is subject to amelioration as the e-material culture spreads, the latter is currently on an educational plateau. This frozen competence of Polish teachers seems to rarely go beyond technical expertise, which, according to Pegrum (2009), is but a foundation of a hierarchy of multiliteracies needed in today's multicultural world.

Svetlana Tyurina

Foreign accent perception in professional discourse

One of the major concern Second Language (L2) learners face is accented speech. The issue of “foreign accent” has gained much attention in L2 acquisition literature. Studies have shown that listeners can recognize accent easily (Fledge 1984, Major 2007)

Accent-related issues are given much attention due to growing awareness of the key role of pronunciation in communication.

Therefore, the paper focuses on linguistic approach to accent, thus, the communicative effect of accent in professional speech is evaluated.

The paper is intended to highlight changing attitude to accents in professional discourse. Thus, the research to investigate current attitude and evaluation of various accents of English was carried out. The key goal is to study how English-speaking people evaluate the accents in professional sphere.

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Arzu Ünel and Meryem Mirioglu

Syntactical modifications in teacher talk of native and non-native speakers in EFL classrooms

Classroom language in EFL classrooms consists the core of communication between teachers and learners. Teacher talk plays a central role in understanding the nature of classroom language in this respect. According to Krashen input hypothesis, teacher talk also constitutes an important source of comprehensible input for the language acquisition of the learner (Krashen, 1981). To make the input comprehensible, teachers may make modifications in their vocabulary, syntax, rate of speech or discourse. Accordingly, the aim of this study is to discover whether native speakers of English and non-native speakers of English make any syntactical modifications in their teacher talk at elementary and pre-intermediate levels and to try to find out what kind of syntactical modifications they make if and when they modify their syntax during their speech. The study was carried out with 8 EFL instructors (both NSs and NNSs) at Çığ University in Turkey using their audio-recordings, a questionnaire and interviews. Antconc 3.2.1 Programme, Collins Cobuild Advanced Learner's English Dictionary – Fifth Edition and SPSS 17.0 Programme were used to analyse the quantitative data. The findings of the data were incorporated with the results of interviews forming the qualitative part of the study. The results of the data revealed that native speakers of English and non-native speakers of English made syntactical modifications in their teacher talk at elementary and pre-intermediate levels. The syntactical modifications they made ranged from words per sentence, types of verbs, verb moods, voice of verbs (passive and active verbs), the verb “be”, subordinate clauses to the types of sentences. The findings of the research also demonstrated that the syntactical modifications in teacher talk of native speakers and non-native speakers at both levels depended on the proficiency level of the learners although not all of these modifications formed a statistically meaningful difference.

Eva Vetter and Yasmin El-Hariri

Third Language Learning Tandem-Skype (L3-TaSk) – Experiences from the pilot project

With its “Mother tongue + 2” policy, the European Union postulates that every European citizen should be able to speak at least two foreign languages in addition to their first language. However, according to the European Commission's Eurobarometer (2012), we are still far from reaching this goal. Based on the Council of Europe's Resolution on a European strategy for multilingualism (2008), our project's objective is to encourage Third Language Learning “by making use of innovative tools such as digital communication technology and distance learning”.

By introducing oral-visual eTandems, it aims at creating, analysing and optimising opportunities for L3-learning, drawing a bow between formal and informal learning. Being assumed to foster the learners' autonomy and self-determination, and thus leading to more efficient and effective learning, eTandems are supposed to have huge potential in the field of foreign language learning and teaching.

In our paper, we will first briefly introduce the recently started LLP-project *L3-TaSk (Third Language Learning Tandem Skype)* and outline the state of the art with respect to self-directed, non-formal learning. Subsequently, results from a pilot study conducted between the Universities of Vienna and Alicante will be illustrated.

Teresa Maria Włosowicz

Multilingual Students' Representations of Material Culture

The purpose of the study has been an investigation of multilingual students' representations of the material cultures of several countries. The term 'multilingual' is used here in reference to Polish (L1) students who have studied two or more foreign languages predominantly in formal contexts, although most of them have also travelled abroad. Even though their levels of proficiency in the different languages vary considerably, they can be regarded as multilingual for two reasons: First, just as a person who has minimal knowledge of an L2 is no longer monolingual, one that has minimal knowledge of an L3 is more than bilingual (De Angelis, 2007). Second, multilingual competence is generally varied, unbalanced, and enriched with a variety of cultural competencies (Coste, Moore and Zarate, 1997).

On the other hand, 'representations', a term used mainly in French publications on multilingualism, are learners' beliefs and informal theories about language learning (Dabène et Degache, 1996) and can be either individual or typical (Bono and Stratilaki, 2009). As Bono and Stratilaki (2009: 210) point out, 'it is possible to argue that representations are developed in a complex and flexible interaction involving different languages and learners.'

Undoubtedly, although largely unresearched (Aronin and Ó Laoire, 2013: 226), material culture is closely connected with language. First, being connected with the way of life of every nation, its objects of everyday use, its tradition, etc., it influences the vocabulary of the corresponding language, resulting in the creation of cultural words (Newmark, 1988), which require language learners to acquire new concepts together with the words (Börner and Vogel, 1997, Pavlenko, 2009). Second, such culture-specific terms are not stored separately (although they may have a special status in the mental lexicon, including links to declarative world knowledge, Włosowicz, 2008 a and b), but they evoke a number of associations, which can be not only linguistic (synonyms, antonyms, syntagmatic associations, etc., Aitchison, 1994), but also based on individual experience (Gabryś-Barker, 2001, 2005, Włosowicz, 2008b, 2012). Such individual associations often involve affectivity, which, as Aronin (2012) has shown, is also related to the material culture of multilingualism. Multilinguals' representations of material culture can thus be regarded as complex, multidimensional and connected with linguistic and cultural competence as well as with individual experience.

The study was carried out with 38 multilingual students, 24 of whom were English Philology students and 14 were Portuguese Philology students. The questionnaire contained questions about their language experience, including their stays abroad, objects which they associated with the cultures of the English-, French-, German-, Spanish- and Portuguese-speaking countries and Russia, as well as with Polish culture, and the sources of their knowledge of those cultures (personal experience, books, the Internet, stereotypes, etc.). It was also possible to add one more culture the subjects were familiar with (e.g. Italian). The examples of material culture were divided into two categories: objects as such (buildings, clothes, etc.) and food and drink.

The results reveal a wide variety of associations, from typical ones (e.g. tea, Big Ben and bowler hats in English culture, wine in France in Spain, etc.) to more individual ones (a fox fur hat in Russian culture, a surfing board in American culture, cheese-cutting knives in France, the didgeridoo (called 'the Aborigines' tube' by the subject) in Australia, etc.). The objects belong to a number of categories (clothes, food, buildings, monuments, vehicles, sports equipment, objects related to religion, such as saints' figures in

Mexico, etc.), though some of the participants have referred to non-material culture as well (e.g. Russian ballads, fado music in Portugal); arguably, material and non-material cultures are to some extent interconnected (e.g. music CD's are material objects).

It may be concluded that that students' knowledge of material culture is fairly large and complex. To some extent, this proves Jessner's (1999, 2006) observation that multilingual learners have an increased level of language awareness, which can be extended here to cultural awareness and the ability to understand other cultures and their documents (*savoir comprendre*), to adopt the right attitude (*savoir être*), or to study other cultures actively (*savoir faire, savoir apprendre*, Byram, 2003: 62). However, one observation may be quite disquieting: 30 of the 38 subjects indicated as a source of knowledge, apart from more reliable sources (books, lectures, experience), cultural stereotypes popular in Poland. The role of stereotypes in the perception of foreign cultures thus requires closer investigation and, possibly, devoting more attention to their elimination in the process of foreign language teaching.

Monika Wołoszyn Domagała

Developing lexical competence through soaps and authentic TV shows as a part of Polish culture and language learning to PHS in one track program

The following paper overviews one track and dual track programs with reference to development of linguistic and sociocultural competencies of heritage speakers, in particular focusing on Polish heritage speakers (PHS's) in New England, in north eastern US. The aim of this paper is to present the results of a sociolinguistic research conducted on a group of PHS's by defining the role of soaps and authentic TV shows in developing linguistic (lexical) competence and sociocultural knowledge of PHS's instructed in one track program. The study contributes to discussion on the development of effective curriculum for teaching heritage language and culture to heritage speakers.

In its initial part the paper overviews the core principles of heritage language and culture learning programs in US stressing the need for the design and placement of a smart and learner-centered teaching curriculum tailored to the linguistic and sociocultural competences of heritage students population.

According to Polinsky (1995,1997,2000) vocabulary is emerging as the best indicator of HLL's overall proficiency. It may imply that developing lexical competence in HLL's may turn into the essential goal of HLL instructors in the development and placement of HLC teaching curriculum. Thus, further on, the paper presents the results of the research conducted on PHS's followed by the data analysis and complemented by its exposition to the role of material culture like soaps and authentic TV shows in teaching vocabulary to PHS's to raise lexical competence and develop spotty sociocultural knowledge.

The paper concludes with some implications for further research examining the role of material culture in development of morphosyntactic competence of heritage speakers, in particular incomplete morphology and impoverished syntax, aiming at achieving overall higher linguistic proficiency.

Cinar Yildiz

Teachers' Contribution to Students' Improvement in Speaking – Theory Complements Practice

Inside the classroom, speaking and listening are the most often used skills (Brown, 1994). In order to help their students to be effective communicators in English, teachers should be aware of what 'speaking' really

involves, what a good language speaker can do and what *they* can do to improve students' speaking skills. In this session, the presenter will share the purpose, the design and the results of his study, which aims to investigate how we, as English teachers, can help our students to be more fluent and confident English speakers. In this study, the students were given a pre- and a post-test for the evaluation of their progress, in which they were asked to respond to a pre-determined question, and their responses were recorded using an e-learning tool; and they were provided with different speaking activities in between encouraging utmost production. The data collected were submitted to three independent raters who were asked to evaluate the performance of the randomly chosen participants using the rubric provided. The results of the study indicate that the students' speaking performance showed a significant increase at the end of this experimental study, and they were observed to be more confident whilst speaking.

Judith Yoel

The Localization of Community Language and Material Culture: A Case Study

A multitude of factors are at play in second language learning, including, but not limited to: conceptual aspects (Cook *et al* 2006), the role of literacy (Laufer 2003), and cross-linguistic influences (Pavlenko 2000). Also of significance is the environment in which the language is taught, an environment partly created by language use on surrounding artifacts and objects (Aronin & Singleton 2012). This examination of language-related, material culture analyzes the use of localized language on an Israeli Kibbutz (communal settlement), while also situating it within the larger scope and scale of globalization, thus illustrating language use in the area of the recently-coined, hybrid term – glocalization (Hampton & Wellman 1999).

This presentation examines how a diverse, multilingual community comes to terms with significant ideological and structural changes by adopting the use of localized language in relation to everyday material culture. Three specific areas are examined: 1) public displays of ideologically-based idioms, 2) new naming and identification practices, and 3) the introduction of new ways of commemorating deceased community members. This localization of language, of Hebrew, marks visible milestones in anticipation of further changes and creates a unique linguistic environment. This case study illustrates that the linguistic environment, as created by material culture, is a factor worthy of consideration in language teaching.

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Xinyue YU

The acquisition at the interfaces of ditransitive constructions in Mandarin Chinese by French adult learners

The term “ditransitive” in this study is used to refer to three-argument constructions (Levin 2004). French and Chinese both exhibit ditransitive constructions whose central meaning is a caused possession event.

It is well known that different types of verbs are semantically restricted in certain ditransitive constructions in Chinese (Liu 2006), while French doesn't exhibit such restrictions.

Furthermore, the French clitic dative ditransitive construction demonstrates a rich construction polysemy (Goldberg 1995) such that it can be used to express not only the successful transfer event, but also intended reception, concerned benefaction, concerned malefaction, demonstrative benefaction, etc. (lexical dative, extended dative and ethic dative respectively in traditional French grammar description as Leclère 1976, 1978, more details in Coleman 2010). On the contrary, these events are expressed by different ditransitive constructions in Chinese: prepositional dative construction, double object construction and preverbal GEI (equivalent to the preposition *to*) construction.

This study examines French learners' acquisition procedure of Chinese on a three way interface: *lexical semantics - construction semantics - syntactic form*. According to Goldberg & Casenhiser (2008), the acquisition of new constructions is based on input and could be interfered by pre-acquired forms. Our hypotheses are as follows: learners are supposed to acquire the ditransitive construction paired with central meaning more accurately than other extended form-meaning pairs, and have difficulties in learning the combination im/possibility of different verb classes and construction forms due to interference from pre-acquired languages.

Two experiments are carried out: one acceptability judgment task examining learners' awareness of verb class restrictions in different constructions and their generalization of form-meaning pairs with different constructions in Chinese, and an elicitation task examining learners' production in describing different but semantically related events.

The results show that French learners of Chinese do acquire core ditransitive constructions more quickly and more accurately than extended constructions; the two experiments also show a gap between comprehension and production in construction learning.

Paweł Zakrajewski

Translating cookery terms = translating culture. The example of the translation of selected terms from Silesian into English.

In 1825 French lawyer, politician and gastronome Jean Anthelme Brillat-Savarin included the famous quotation on food in the work entitled *Physiologie du goût* (*The Physiology of Taste*), namely: “*Tell me what you eat, and I'll tell you who you are,*”. This statement proves that we may explore the culture in which we live through food i.e. the food, which is undoubtedly a part of the culture, shapes both the environment and its members.

However, a set of problems may appear when translating broadly understood cooking terms (Duff 1981, Katan 2004, Korzeniowska & Kuhiwczak 2005, Kramsch 1993, Newmark 1993) is taken into consideration. Moreover, the problem may become more complex when sociocultural factors (e.g. a local dialect which for some citizens functions as their first language) are taken into consideration in the translation process.

The aim of the paper is to present the first results of the study on translating cooking terms from Silesian (a dialect which, as the name suggests, is spoken in the south of Poland and very often perceived as L1 – according to 2011 National Census, nearly 850 000 inhabitants of this region declared their nationality Silesian and the majority of them pointed Silesian as their L1) into Polish. The corpus gathered for the needs of the study was compiled upon the names of meals/products offered by selected restaurants of the Silesia Region and included in their menu cards. The intention of the task which was performed by a group of 50 students of a translation program of English Philology was to identify the problems, especially the ones on the level of language beliefs, values, identity and environment, which translators may encounter during their work.

The results obtained during the study may contribute to further development of the cultural aspect not only of translation studies but also foreign language instruction and training.

Ph.D. Workshop

Yasmin El-Hariri

Learner perceptions of language learning via blended tandems. Attitudes, Expectations and individual differences

The use of digital media and distance learning has been promoted throughout the last two decades, in order to foster foreign language learning. Today, *Computer Assisted Language Learning (CALL)* has been widely adopted and is nowadays considered as an integral part of foreign language education, and many studies have examined the role of “new” technologies in language learning and teaching. However, research on *Computer mediated Communication (CMC)* is often limited to human-computer or, at the utmost, student-teacher interaction. Cross-cultural peer-interaction between learners has been largely neglected to this day (Tian & Wang, 2010; Wang, 2013).

In order to bridge this gap, my PhD project focuses on the introduction of blended tandems as a supplement to formal language instruction. Based on the principles of autonomy and reciprocity (Brammerts & Calvert, 2005), tandem partnerships enable learners to use the language(s) acquired in formal education environments outside the classroom, and can thus enhance the opportunities for authentic language learning. The peer character requires learners to get involved in intensive contact with both learning partners and their linguistic as well as cultural background (Schmelter, 2004). This approach to integrating non-formal learning scenarios into traditional contexts constitutes a challenge that is still quite unexplored (O’Dowd, 2011), even though long-distance tandem-partnerships show great promise to implicate benefits in many respects. Due to the authentic contact with the respective target language and culture, distance tandems are supposed to have huge potential to promote language learning, especially for languages not spoken in their learners’ vicinity.

Focusing on the learners’ perception, my PhD research aims at determining the benefits of combining formal and informal learning scenarios by introducing distance tandem learning. Wherein do learners see benefits of introducing distance tandems into traditional language classrooms? Under which preconditions do those benefits arise and which individual differences play a role in doing so?

These questions shall be answered using mixed method data collection. As a basis of the study, semi-structured learning journals regularly conducted by participants shall provide introspective views of learners’ reflections with respect to this learning method. In addition, personal interviews will be conducted with selected learners. Finally, research shall be completed by means of both ex-ante and ex-post questionnaires determining learners’ attitudes and expectations towards tandem learning and experiences respectively. Doing so, the benefits of integrating non-formal elements into formal language education shall be evaluated.

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Natalia Sas

English as a lingua franca and non-native English teachers' identity in the Polish context

There has been a remarkable growth of interest in investigating the status of English as a lingua franca in the field of Applied Linguistics. The educational goal of teaching English is, above all, to enable learners to successfully communicate with others. The current status and the changing role of English influence the field of identity research. Undoubtedly, there is a close relationship between language and identity. Block (2006) defines this relationship as one that connects our sense of self with our means of communication. According to Norton (2000:5), individuals negotiate their identities through language, in different places and at different times. The status of English as a lingua franca entails that non-native speakers are seen as competent users of English. Therefore, ELF 'opens up entirely new options for the way the world's majority of English teachers can perceive and define themselves' (Seidlhofer 2001: 152).

The study will be conducted in the research group consisting of non-native teachers of English in Poland. This will be a group of teachers of ESP language courses at the university level. There are several factors that make this group relevant. First of all, teachers are those who most influence their students' attitudes and perceptions. Thus, it is worth investigating what information concerning the English language they pass to their learners. Secondly, ESP language teachers are those who are especially aware of the communicative aim of ELT.

The study will aim at, first of all, identifying the subjects' awareness of the current status of English and exploring their attitudes towards English as a lingua franca. What is more, I intend to identify their professional and linguistic identities. I would like to find out what influence their linguistic non-nativeness has on their identity as English language teachers and English language users.

The data will be collected by means of open-ended questionnaires and essays. It will be analysed both quantitatively and qualitatively. The objective of the questionnaires will be to explore the teachers' awareness and attitudes toward the English language. The questions will be related to e.g. the subjects' perception of various accents of English, their attitudes towards implementing ELF into teaching English. Through the essays, I will investigate the teachers' linguistic and professional identities and the way they develop their identities. I intend to evaluate if the status of English as a lingua franca has an influence on non-native teachers' perceptions of themselves.

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Jamie Lynn Soen Leonhard

Looking Glass of SLA: Emotions: Adults and the world of speaking English in Southern Spain

In my MA thesis presented last year, *Looking Glass of Shame: Emotion as key in SLA*, I discussed the possibility of Shame as a socio-cultural factor in adults in southern Spain in speaking English as their S2. In this workshop, I would like to present the beginning stages of my PhD dissertation in which I will go deeper into this same topic. After reading more extensively in SLA literature, as well as literature found in anthropological, sociological, and psychological sources, I discovered that in order to deal with my research questions, I needed to move into a more macro view before focusing on a micro view of self-conscious emotions.

For the macro level of this research, I will research emotions in general to see what adults recall in their daily experiences as speakers of their S2. In this workshop I will be presenting the results of a preliminary questionnaire in order to draw out the key emotions that adults face in speaking their second language. I hope to address and draw out answers to the following research questions.

When adults experience vicariously (through a tool such as a questionnaire) or personally real life speaking situations, will they recall positive or negative emotions or a combination of both?

Will negative emotions, more commonly called the self-conscious emotions be recalled with more frequency (pride, embarrassment, shame)? Will positive emotions like joy, pride, and contentment be recalled with greater frequency?

I would like to propose that more negative rather than positive emotions will affect the learners in any given S2 speaking acquisition. I will propose that negative emotions will affect motivation to speak, both in positive and negative ways. I propose that the most prevalent emotion that will be discussed will be shame, both in positive and negative ways.

The questionnaire to be used for this research is in progress at the writing of this abstract. Since no such questionnaire exists, one has had to be created. In order to do so, the TOSCA-3, Test of Self-Conscious Affect questionnaire has been consulted as a model as well as the information gathered by Dornyei and Taguchi (Dornyei and Taguchi 2009 Appendix B). At the workshop I hope to present the questionnaire in its final form as well as preliminary findings of both the questionnaire as quantitative research. If time permits, I would also like to talk about what forms of qualitative research I will be using to triangulate and deepen the

data (the micro view) as well as present my early findings in this aspect of research.

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Dorota Tutka

Foreign Language Teachers' Attitudes to Grammatical Correctness of Spoken and Written Texts

The aim of my PhD thesis is to find out how foreign language teachers react to learners' grammatical errors and deal with error correction in the classroom. This research project has been undertaken in order to verify the widespread opinion that many teachers tend to neglect corrective feedback and accept learners' erroneous utterances if they are comprehensible. According to the principles of the Communicative Approach and the recommendations of the European foreign language policy, communicative effectiveness should be given priority over grammatical correctness. Therefore, nowadays the ability to use foreign languages in communication is considered to be much more important than developing native-like competence (Komorowska 2006). On the other hand, if learners get too little corrective feedback, they may be unaware that their utterances are ungrammatical and their errors may fossilize (Pawlak 2010). Besides, more and more university lecturers and researchers, for example Wysocka (2009), notice that even students of English philology have become careless about their mistakes. Since teachers play a significant role in developing good learning habits and shaping students' beliefs concerning the importance of grammatical correctness, their opinions on the topic seem to be the key to understanding the problem.

Apart from teachers' attitudes to grammatical accuracy, the project aims to investigate what grammatical errors English teachers usually correct, when they give corrective feedback to their students and what corrective techniques they use. The participants of the research will be asked to provide the rationale behind their decisions to deal with learners' errors in this particular way. In order to find out if teachers' attitudes to error correction depend on their workplace, three groups of subjects, namely secondary school teachers, lecturers working in English departments and academic teachers who teach English to students of other faculties, will be involved in the project. During interviews the participants will be asked about sixty open-ended questions and then their answers will be compared with the findings from classroom observations and the analysis of error correction in students' written work.

The pilot study showed that the participants differed in their attitudes to learners' grammatical mistakes, especially with reference to spoken errors, and used different corrective techniques. Some

teachers were completely against the idea of ignoring learners' errors even if their utterances were comprehensible, while the others claimed that grammatical inaccuracies should be accepted if learners made themselves understood. Moreover, the analysis of the teachers' answers to the interview questions, the observation sheets and the students' written assignments revealed some discrepancies between the accounts provided by the participants and their behaviour in the classroom. It turned out that some teachers corrected more or fewer errors, focused on other types of mistakes and used different corrective techniques than they thought. Considering that researchers usually concentrate on the issue from the learner's perspective (e.g. Arabski 1979, Zybert 1999, Witalisz 2006, Marzec-Stawiarska 2011), this project may give some insight into teachers' opinions and priorities concerning error correction and help to find out how they deal with learners' errors in the classroom.

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