



International Association of Multilingualism



University of Silesia, Institute of English

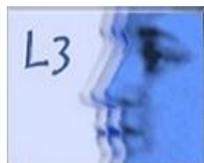


***Third Silesian Meeting of Young  
Scholars (SMYS)  
&  
Second Young Researchers'  
International Symposium  
on Multilingualism  
(YRISM)***

Szczyrk, Poland, 16<sup>th</sup> -18<sup>th</sup> November 2017

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***Third Silesian Meeting of Young Scholars  
&  
Second Young Researchers' International Symposium on Multilingualism***

***Szczyrk, Poland, 16<sup>th</sup> -18<sup>th</sup> November 2017***

**P R O G R A M M E**

**Rooms A, B, C → downstairs**

**Room F → upstairs**

**Thursday, 16<sup>th</sup> November**

<b>07.30 - 09.00</b>	<b>Breakfast</b>
<b>09.00- 09.30</b>	<b>Conference opening</b> (room A+B+C) Prof. Jolanta Latkowska (Deputy Dean University of Silesia, Department of Philology) Prof. Adam Wojtaszek (Director, Institute of English) Dr Dagmara Gałajda & Dr Paweł Zakrajewski (Conference Organisers)

<b>09.30</b> – <b>10.30</b>	<b>Oral presentations of posters (SMYS &amp; YRISM) (1-7)</b> (room A+B+C) <b>CHAIR:</b> Jean-Marc Dewaele Anna Andrzejewska, Fei-hong Chen, Ana Espírito-Santo, Mikel Gartziarena, Mandira Halder, Iga Krzysik & Halina Lewandowska, Mykyta Kudin	
<b>10.30</b> – <b>11.00</b>	<b>Coffee break</b>	
<b>11.00–</b> <b>12.00</b>	Anthony David Barker <b>"Oral Presentation in Conferences and Academic Defences: a checklist of key considerations"</b> (open workshop)  (room A+B+C)	
	<b>POSTERS 1-7 ON DISPLAY</b>   (room: B+C)	<b>Ph. D. workshop:</b> <b>Applied linguistics, SLA &amp; TT</b>  <b>Facilitator:</b> Danuta Gabryś-Barker Maria Wysocka  (room: A)
<b>12.30–</b> <b>13.00</b>	Anna Andrzejewska <i>Visualization in foreign grammar teaching</i>  Fei-hong Chen <i>Manglish, the sociolinguistic and its Rojak culture in Malaysia</i>	Kathrin Feindt <i>English as L2-phonological cross-linguistic influence in Turkish-German bilinguals</i>
<b>13.00–</b> <b>13.30</b>	Ana Espírito-Santo <i>Modality effects in the L2 acquisition of Oblique Relative Clauses in a multilingual setting</i>  Mikel Gartziarena <i>Primary language teachers' beliefs and attitudes towards the multilingual education paradigm change</i>	Dorota Lipińska <i>The influence of formal instruction in English phonetics and phonology on vowel production by advanced Polish learners of English</i>
<b>13.30</b> – <b>14.00</b>	Mandira Halder <i>Teaching German as a foreign language in French-speaking Switzerland: Emotions of multilingual generalist primary teachers</i>	Ewa Cieślicka <i>Assessment of higher- and lower- proficiency learners' pronunciation by experienced learners of English / the impact of prior pronunciation training</i>

	Iga Krzysik & Halina Lewandowska <i>Longitudinal Language Exposure Diary: A proposal of a multilingual language exposure assessment tool</i>  Mykyta Kudin <i>Language typology in code-switching: Culture specific imagery in language activation</i>	
<b>14.00– 15.00</b>	<b>LUNCH</b>	
<b>15.00 – 16.00</b>	Katarzyna Molek-Kozakowska <b>"How (not) to write an academic abstract? Steps to making your paper publishable"</b> (open workshop)  (room A+B+C)	
	<b>POSTERS 1-7 ON DISPLAY (continued)</b>  (room: B+C)	<b>Ph. D. workshop: Multilingualism</b>  <b>Facilitators:</b> Jean-Marc Dewaele Pilar Safont  (room: A)
<b>16:30 – 17:00</b>	Anna Andrzejewska <i>Visualization in foreign grammar teaching</i>  Fei-hong Chen <i>Manglish, the sociolinguistic and its Rojak culture in Malaysia</i>  Ana Espírito-Santo <i>Modality effects in the L2 acquisition of Oblique Relative Clauses in a multilingual setting</i>	Kerstin Mayir-Keiler <i>The dynamics of language choice and language preferences of mono-, bi- and multilingual school children in Tyrol</i>
<b>17:00 – 17:30</b>	Mikel Gartziaarena <i>Primary language teachers' beliefs and attitudes towards the multilingual education paradigm change</i>	Hannah King <i>A comparative study of code switching practices and language attitudes within and across Spanish speaking immigrant communities in London</i>

<b>17:30</b> – <b>18:00</b>	Mandira Halder <i>Teaching German as a foreign language in French-speaking Switzerland: Emotions of multilingual generalist primary teachers</i>  Iga Krzysik & Halina Lewandowska <i>Longitudinal Language Exposure Diary: A proposal of a multilingual language exposure assessment tool</i>	Jonas Iversen <i>Teacher students in translingual classrooms: Experiences and practices</i>
<b>18:00</b> – <b>18:30</b>	Mykyta Kudin <i>Language typology in code-switching: Culture specific imagery in language activation</i>	Agnieszka Turzańska <i>L1, L2, and L3 in grammar explanations during a lesson of English. Observation study</i>
<b>18:30</b> – <b>19:00</b>	<b>Coffee break</b>	
<b>20:30</b>	<b>Dinner</b>	

## Friday, 17<sup>th</sup> November

<b>07:30</b> – <b>09:00</b>	<b>Breakfast</b>
<b>09:00</b> – <b>10:00</b>	<b>Oral presentations of posters (SMYS &amp; YRISM) (8-14)</b> (room A+B+C)  <b>CHAIR:</b> Pilar Safont  Agnieszka Marciszewska, Richard Nightingale, Maria Orcasistas Vicandi, Laura Portolés, Joanna Sycz-Opoń, Maria Ulz, Nerea Villabona
<b>10:00</b> – <b>10:30</b>	<b>Coffee break</b>

	<p><b>POSTERS 8-14 ON DISPLAY</b></p> <p>(room: B+C)</p>	<p><b>Ph. D. workshop: Applied ling., SLA &amp; TT</b></p> <p><b>Facilitators:</b> Miroslaw Pawlak Maria Wysocka</p> <p>(room: F)</p>	<p><b>Ph. D. workshop: Linguistics &amp; Translation</b></p> <p><b>Facilitators:</b> Andrzej Łyda Piotr Mamet Krystyna Warchał Adam Wojtaszek</p> <p>(room: A)</p>
<p><b>10:30 – 11:00</b></p>	<p>Agnieszka Marciszewska <i>Transfer of training as a solution to processing L3 grammar?</i></p> <p>Richard Nightingale <i>Language contact in out-of-school contexts and Spanish secondary education students' attitudes towards English</i></p>	<p>Katarzyna Bańka <i>The analysis of the acquisition of spoken Chinese by Polish student beginners</i></p>	<p>Giorgia Scribellito <i>Beyond difference. Interculturalism in fiction and autobiography by selected Caribbean American female writers</i></p>
<p><b>11:00 – 11:30</b></p>	<p>Maria Orcasistas Vicandi <i>Crosslinguistic influence on third language writing</i></p>	<p>Nada Alqarni <i>The effect of trait emotional intelligence on emotion recognition ability of Arabic-English bilinguals</i></p>	<p>Jean Mathieu Tsoumou <i>Analyzing CS in Facebook interaction amongst Congolese people</i></p>
<p><b>11:30 – 12:00</b></p>	<p>Laura Portolés <i>Early multilingual requestive behavior: authentic and elicited requests in multilingual instructional contexts.</i></p>	<p>Elisa Pérez García <i>Emotion expression as a way to make L2 learners find a voice in the target language and culture</i></p>	<p>Hessa Al-Bishi <i>The changing perceptions of nonverbal greetings by Saudi sojourners in English-speaking countries</i></p>
<p><b>12:00 12:30</b></p>	<p>Joanna Sycz-Opoń <i>Developing information literacy of LSP translators – experimental classes</i></p> <p>Maria Ulz <i>Development and evaluation of an online German reading comprehension course for French-speaking students by means of the method EuroComGerm.</i></p>	<p>Laura Karabassova <i>Content and Language Integrated Learning in Kazakhstan: Case studies of teachers at Nazarbayev Intellectual Schools (NIS)</i></p>	<p>Beata Grymska <i>Adjectives in academic discourse – a comparative study of research articles' abstracts</i></p>

	Nerea Villabona <i>Exploring the multilingual repertoire and metalinguistic awareness in CLIL settings</i>		
<b>13:00 – 14:30</b>	<b>Lunch</b>		
<b>14:30 – 15:30</b>	<b>Editorial workshop 1: Academic paper submission</b> <b>Facilitator:</b> Danuta Gabryś-Barker (open workshop) (room A+B+C)		
<b>15:30-16:00</b>	<b>Coffee break</b>		
	<b>POSTERS 8-14 ON DISPLAY (continued)</b>  (room: B+C)	<b>Ph. D. workshop: Applied. Ling, SLA &amp; TT</b>  <b>Facilitators:</b> Miroslaw Pawlak Maria Wysocka  (room: F)	<b>Ph. D. workshop: Multilingualism</b>  <b>Facilitators:</b> Jean-Marc Dewaele Danuta Gabryś-Barker Pilar Safont  (room: A)
<b>16:00 – 16:30</b>	Agnieszka Marciszewska <i>Transfer of training as a solution to processing L3 grammar?</i>	Maria Isabel Gutiérrez & Eduardo Di Ridolfo <i>The challenges of blended learning in EFL instructional settings</i>	Iga Krzysik <i>Individual difference in L3 phonological development in adolescent multilinguals: A longitudinal study</i>
<b>16:30 – 17:00</b>	Richard Nightingale <i>Language contact in out-of-school contexts and Spanish secondary education students' attitudes towards English</i>	Lukas Eibensteiner <i>The influence of previously learnt linguistic knowledge on the acquisition of the tempo-aspectual system of Spanish</i>	Ana Aldekoa <i>Gure ikstola en tres languages: the teaching and learning of trilingual oral expository skills</i>
	Maria Orcasistas Vicandi <i>Crosslinguistic influence on third language writing</i>		

<b>17:00 – 17:30</b>	Laura Portolés <i>Early multilingual requestive behavior: authentic and elicited requests in multilingual instructional contexts.</i>  Joanna Sycz-Opoń <i>Developing information literacy of LSP translators – experimental classes</i>	Ana Herraiz Martínez <i>Influence of English medium instruction intensity and previous language experiences in higher education: The development of grammatical and pragmatic competences</i>	Halina Lewandowska <i>Foreign language status switch; language dominant shift as a result of L3 phonological development</i>
<b>17:30 – 18:00</b>	Maria Ulz <i>Development and evaluation of an online German reading comprehension course for French-speaking students by means of the method EuroComGerm.</i>	Sharona Moskowitz <i>Student Perceptions of Teacher Emotional Intelligence and Happiness as Determinant Factors in Second Language Acquisition</i>	Rea Lujić <i>Influence of the multilingual approach on multiple and multilingual language learners 'identity in L3 classroom</i>
<b>18:00- 18:30</b>	Nerea Villabona <i>Exploring the multilingual repertoire and metalinguistic awareness in CLIL settings</i>	Miguel Angel Pitarch Santos <i>The origins of classic tales: A didactic unit for secondary school in the English language classroom</i>	Reuben Vincent <i>An investigation into the motivations of students learning Italian at the university level</i>
<b>20:00</b>	<b>Conference dinner</b>		

## Saturday, 18<sup>th</sup> November

<b>08:00- 09:00</b>	<b>Breakfast</b>
<b>9:00-10:00</b>	<b>Editorial workshop 2: Question &amp; Answer</b> <b>Jean-Marc Dewaele, Danuta Gabryś-Barker, Mirosław Pawlak, Adam Wojtaszek</b> (open workshop) (room A+B+C)  <b>CHAIR: Danuta Gabryś-Barker</b>
<b>10:00- 10:30</b>	<b>Coffee break</b>

	<p><b>Ph. D. workshop: Applied ling., SLA &amp; TT</b></p> <p><b>Facilitators:</b> Mirośław Pawlak Maria Wysocka</p> <p>(room: B+C)</p>	<p><b>Ph. D. workshop: Multilingualism</b></p> <p><b>Facilitators:</b> Jean-Marc Dewaele Danuta Gabryś-Barker Pilar Safont</p> <p>(room: A)</p>
<b>10:30- 11:00</b>	<p>Marcin Bergier <i>The development of qualitative syllable nucleus reduction in the pronunciation of English function words by advanced Polish learners</i></p>	<p>Carlos Monroy <i>An analysis of L3 article use in Spanish by Estonian and Russian learners</i></p>
<b>11:00- 11:30</b>	<p>Anna Maria Rakowska &amp; Łukasz Matusz <i>Supporter, prompter, facilitator? In search of appropriate teacher roles for third age students of English</i></p>	<p>Anna Salavirta <i>Early lexical development in a trilingual child: The case study of an infant from Finnish-Russian family</i></p>
<b>11:30- 12:00</b>	<p>Natalia Przewrocka <i>Immigrant and remigrant children in Polish Primary School</i></p>	<p>Dominika Dzik <i>Investigating the impact of English on the process of acquisition of L3 Spanish lexis</i></p>
<b>12:00- 12:30</b>	<p>Grzegorz Krawczyk <i>The occurrence and functions of the glottal stop among Polish teenagers and adults inhabiting the Republic of Ireland – a sample study</i></p>	<p>Khammoun Phukan <i>"Constructive multilingualism": a prospective tool to counter linguistic secessionism in India</i></p>
<b>12:30- 13:00</b>		<p>Aleksandra Serwotka <i>Instances of Cross-Linguistic Influence in Third Language Learning: the Case of Polish, English and French</i></p>
<b>13:00- 13:30</b>	<p><b>Conference closing</b> (room A+B+C) Dr Dagmara Gałajda &amp; Dr Paweł Zakrajewski</p>	

<b>13:30- 14:30</b>	<b>Lunch</b>
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## **Registration:**

**Wednesday: 6:00 pm – 9:00 pm**

**Thursday 7:30 am – 8:30 am & 2:00-3:00 pm**

**Friday: 8:00 am – 9:00 am & 1:00 pm – 2:30 pm**

## OPEN WORKSHOPS

### Academic presentations

Anthony David Barker (University of Aveiro) - ***"Oral Presentation in Conferences and Academic Defences: a checklist of key considerations"***

In this workshop, I will take participants through a series of prior considerations one should bear in mind before summoning the courage to present original research work in a public forum; primary amongst these is confidence in the quality of the work to be presented. Once one is assured that one really has something to say, and also that it is appropriate for the expected audience, then there are a number of (apparently) more mundane things to be considered. However, neglect these broad categories at your peril. The first is time and space management. The second is the assimilatability of your material in the given context. The third is technology/aural and visual aid management. The fourth is control and presentation of one's academic persona. The latter part of the workshop will consist of illustrating just why a good oral presentation is not, and should not be in any way, formally analogous to a publishable article.

### Academic writing workshop

Katarzyna Molek-Kozakowska (Institute of English, University of Opole ) - ***"How (not) to write an academic abstract? Steps to making your paper publishable"***

This workshop aims to acquaint junior researchers and beginner academic writers with some advice on preparing article and conference abstracts (with some reference to related genres, e.g. introductions, summaries, vignettes, highlights, or grant proposals...). It compares the theoretical and practical perspectives on abstract writing in the area of social studies and the humanities. It also highlights the dilemmas stemming from competing research traditions and rhetorical styles in the academia. It shares prompts and useful formulations that help navigate between "hedging" and "boosting" in academic abstracts.

## **EDITORIAL SESSIONS**

### **Academic paper submission**

**Facilitator:** Danuta Gabryś-Barker (University of Silesia/Co-editor-in-chief of the *International Journal of Multilingualism*)

The purpose of this interactive presentation is to look at the process of academic paper submission from its initial to the final stages. It will focus on how to choose a journal for a publication, how to prepare a paper for an academic journal, how to submit, getting through peer review and through the whole process of production and final publication. The presentation will also offer tips how to promote one`s research. The discussion will be based on the process of article submission and publication in the *International Journal of Multilingualism* (Taylor & Francis/Routledge).

### **Question and answer session on academic paper submission**

#### **Convenors - Editors-in-Chief:**

Jean-Marc Dewaele (*International Journal of Bilingual Education and Bilingualism*, Taylor & Francis)

Mirosław Pawlak (*Studies in Second Language Learning and Teaching*, Kalisz-Poznań: UAM, *Konińskie Studia Językowe*, Konin: PWSZ)

Danuta Gabryś-Barker, Adam Wojtaszek (*Theory and Practice of Second Language Acquisition*, University of Silesia Press)

In this session, the editors-in-chief will first present their journals as possible places for academic paper submission. The session however, will very much be in the hands of the audience since the editors will answer a wide variety of questions posed by the participants, both to provide information on the conditions, criteria of assessment, etc, and generally giving useful tips for less-experienced scholars such as most Ph.D. candidates.

## **POSTERS**

**Anna Andrzejewska**

Opole University

### **Visualization in foreign grammar teaching**

"Pictorial Turn" - this term is proposed by W.J.T. Mitchell on the contemporary tendency in culture, which highlights the importance of the image in many scientific disciplines. The principle is one: instead of the text that until recently was the starting point, an image appears. The subject of imaging and the use of natural cognitive abilities also combines cognitive grammar - a theory proposed in 1976 by the American linguist Ronald Langacker, which shows the attractiveness of grammar in the continuous possibilities of her research, going beyond schemas, in seeking new regularities. The author of the research assumes that cognitive grammar has an educational potential, which is also noticeable in the increasing use of cognitive tools in foreign language teaching. A project of the University of Granada entitled "The educational potential of cognitive grammar" was a stimulus for this research. Therefore, the project focuses mostly on Spanish as a foreign language and the concept of construal defined by Langacker in his "Cognitive grammar". However, the first step of the research was to look through the textbooks of Polish as a foreign language and English as a foreign language too. The author, using content analysis and dimensions of construal as the methods of research, creates a universal key of categories of visual representations of grammar in textbooks of foreign languages. The corpus data is based predominantly on visualizations of Spanish grammar but also contains some examples of English and Polish grammar too. Accordingly, the project seems to be part of the work on multilingualism from the cognitive and educational perspective. The categories are inspired by the concept of construal, which is a natural human process. Pictures are used, among others, to facilitate the explication of grammar in a more comprehensible way, to help students better remember the material and to understand communication context. Moreover, the author shows the potential of creating visual representations of particular grammatical problems and benefits of their usage in teaching other foreign languages.

**Chen Fei-hong**

Université Jean Moulin Lyon 3

### **Manglish, the sociolinguistic and its *Rojak* culture in Malaysia**

This paper focuses on a country in the Southeast Asia - Malaysia and its language Manglish which is a conflation of Malay and English, peppered with Chinese and Indian and it has resulted in a traditional salad language called "Bahasa Rojak" (Bahasa Rojak in Malay means mixed language). The government endeavors to reinforce the Malay as national language by expelling manglish since 2005. The purpose of this paper seeks to investigate the legitimacy of this 'non-standard' English variety nowadays, as well as emphasizing the importance of its preservation as local government is expunging an essential part of shared language and shared historical memory, the institutional racism runs contrary to its local multicultural value as a plural society. Furthermore, as a young scholar related to sociolinguistic, the non-standard varieties should matter more in applied linguistics as the linguists and intellectuals could play a meaningful role in explaining them and advocating them for a better continuation.

A corpus-based approach will be used and it covers three types of media, some data are drawn from dialogues in the film and from the caricatures; a part of vocabularies are selected from the essay *Unwelcome Words* that are frequently used but unavailable in the official dictionary.

- The film *Sepet* of Yasmin Ahmad
- Caricatures of Kit Lee
- *Unwelcome Words* of Amir Muhammad

I am particularly interested in lexicology, code-switching discourse and sound-translation language.

- Lexicology: word formation process (WFP), loanwords
- Code-switching: Malay, English and Chinese (Mandarin, Hokkien, Cantonese)
- Sound-translation: vernacular expressions, untranslatability in gastronomy's glossary

The sociolinguistic will be adopted as a key method throughout the work but under a perspective of transtextuality and transculturality. A diversity of corpus is taken into account, the film *Sepet* is hardly to be chosen as linguistic material. The linguistic catch-22 and the cross-dialect phenomena will be studied in the paper.

**Ana de Barros Espírito-Santo**

Faculdade de Letras da Universidade de Lisboa

### **Modality effects in the L2 acquisition of Oblique Relative Clauses in a multilingual setting**

The L2 acquisition of relative clauses (RCs) is not a new topic, although it still raises a lot of questions, especially by speakers/learners whose L1 (Chinese) is typologically distinct from the L2 (Portuguese) and when other possible languages (English) may interfere in the process.

Notice that Chinese RCs are head-final and introduced by an invariable marker DE (的), whereas Portuguese RCs are head-initial and introduced by relative pronouns with phi-features. Moreover, in Chinese, oblique RCs have a mandatory resumptive pronoun (1), whilst in (standard) Portuguese they involve pied-piping (2). However, in oral non-standard Portuguese, RCs with null-preposition (3) and resumption (4) are somewhat common (Alexandre 2000; Arim *et al* 1998; Duarte 2013; Peres & Mória 1995, a.o.).

This talk aims at assessing the impact of the competences activated during two types of experimental tasks. The outcomes of oral and written production tests regarding the L2 acquisition of oblique RCs are compared within a group of Chinese native speakers learning Portuguese L2 at the University of Lisbon.

Assuming that pied-piping is essentially acquired per instruction (Guasti & Cardinaletti 2003; Valente 2008; a.o.) and that the Chinese participants are exposed to null-prep and resumption via the oral input, because they are in immersion, the predictions are:

- I. Written tests activate explicit knowledge, presenting a higher percentage of pied-piping;
- II. Oral tests show a higher percentage of null-prep and resumptive RCs, triggering implicit knowledge (Ellis 2005).

The explicit knowledge of the participants regarding these structures is controlled through the application of a pre-test. The experiments include an oral sentence completion task (after a visual stimulus) and a written sentence combination task.

Data:

(1) wo xiang \*(ta) wen-lu de na-ge ren  
 I toward he ask-way DE that-CL  
 person  
 'the person that I asked the way from'

(Xu 2009: 156)

(2) O rapaz [de que eu te falei] é médico.

'The boy about whom I talked is a doctor.'

(3) O rapaz [\_ que eu te falei] é médico.

lit.: 'The boy that I talked is a doctor.'

(4) O rapaz [que eu te falei dele] é médico.

lit.: 'The boy that I talked about him is a doctor.'

## References

Alexandre, N. (2000). *A Estratégia Resumptiva em Relativas Restritivas do Português Europeu*. Diss. de Mestrado, Lisboa: Universidade de Lisboa.

Arim, E., Ramilo, M. C., & Freitas, T. (1998). Estratégias de relativização nos meios de comunicação social portugueses. *Actas Do XIX Encontro Nacional Da Associação Portuguesa de Linguística*, 279 – 288, Lisboa: Colibri.

Duarte, I. (2013). Passeando pela língua portuguesa. *II Congresso Internacional da Faculdade de Letras da Universidade Federal do Rio de Janeiro*, 1-25, Rio de Janeiro: Faculdade de Letras.

Ellis, R. (2005). Measuring Implicit and Explicit Knowledge of a Second Language: A Psychometric Study. *Studies in Second Language Acquisition* 27(2), 141–172, United States of America: Cambridge University Press.

Guasti, M. T., & Cardinaletti, A. (2003). Relative Clause Formation in Romance Child's Production. *Probus*, 15 (1), 47 – 89, Germany: De Gruyter.

Peres & Mória (1995). *Áreas Críticas da Língua Portuguesa*, Lisboa: Caminho.

Valente, P. (2008). *Produção de frases relativas em alunos do terceiro ciclo do ensino básico e do ensino secundário*. Diss. de Mestrado, Lisboa: Universidade de Lisboa.

Xu, Yi. (2009). *The Syntax, Processing And Second Language Acquisition Of Chinese Relative Clauses*. PhD Thesis, United States of America: The University Of Arizona.

## **Mikel Gartziarena**

University of the Basque Country, EHU/UPV

### **Primary language teachers' beliefs and attitudes towards the multilingual education paradigm change**

The aim of this research study is to identify Primary Education Language teachers' beliefs and attitudes towards an emergent change of paradigm in language teaching. The new ideas focus on multilingualism and the softening of boundaries between languages (Cenoz & Gorter, 2014, May, 2013; De Mejía & Hélot, 2015). Teachers' beliefs and attitudes can be very important because they can influence pedagogical decisions. This study analyzes teachers' beliefs and their relationship to other factors such as their experience, the language taught and their own language competence. It also analyses the relationship between teachers' beliefs and pedagogical practices so as to identify different teacher profiles in relation to their approaches to multilingualism. The study combines both quantitative and qualitative approaches. The first stage consists of an online survey conducted with 400 Primary Education teachers in the Basque Autonomous Community. The aim of this stage is to get a general picture of the situation and to identify the 30 schools where the second stage takes place. These schools include 15 schools with strong beliefs supporting language separation and one language at the time and 15 schools with strong beliefs that are closer to the emergent paradigm that takes a multilingual approach. The second stage includes focus group discussions, individual interviews and observations so as to carry out a deeper analysis of the reasons supporting different beliefs and attitudes and their relationship to the teachers' individual and contextual factors as well as to their own pedagogical practices.

## **References**

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## **Mandira Halder**

Université de Genève & HEP Vaud (Joint PhD programme)

### **Teaching German as a foreign language in French-speaking Switzerland: Emotions of multilingual generalist primary teachers**

This paper is part of an ongoing dissertation on multilingual generalist primary teachers' proficiency in teaching German as a first foreign language. Although research on multilingual learners' emotions has garnered a lot of attention (Dewaele, 2002; Dewaele & Li, 2014; Dewaele & McCloskey, 2015; Dewaele & Wei, 2012, 2014; Gross & Dewaele, 2017; Panicacci & Dewaele, 2017), there are fewer studies on multilingual teachers' emotions (Cajkler & Hall, 2012; Ellis, 2004). We intend to fill the gap by studying these teachers' emotions related to teaching German as a taught foreign language in the classroom to understand their reluctance in using it. We collected data from 8 generalist primary student teachers who taught German as a first foreign language to young learners aged between 8 and 9. We used self-evaluation questionnaires, video-recorded observations of teaching sequences and semi-direct interviews as instruments. Born into bilingual families, they also use other languages with spouses and friends. Data analysis of questionnaires and interviews reveal negative emotions expressed by some teachers linked to linguistic insecurity (Roussi & Messin, 2011) perceived during their scholastic and study-abroad experiences (Freed, Dewey, Segalowitz, & Halter, 2004; Freed, Segalowitz, & Dewey, 2004; Segalowitz et al., 2004; Segalowitz & Freed, 2004). However, post-observation interviews on effective teaching experiences revealed teachers' positive emotions related to successful interaction with young learners facilitated through optimal code-choice (Levine, 2011; Turnbull, 2009) between German as target language and French as support language. We'll argue that teachers' positive emotions are related to their

ought-to-self (Kubaniyiova, 2009) which includes cross-language mediation (Castelotti, 2011; Margonis-Pasinetti, 2005) between French and German and pedagogical content knowledge (Watzke, 2007) exemplified in strategy training (Jessner, 2006; Turnbull, 2009) and cross-curricular transfer (Cambra-Giné, 2003) practices. It is hypothesized that this ought-self might help teachers' override their feared-self related to perceived inadequacy in teaching German.

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### **Longitudinal Language Exposure Diary: A proposal of a multilingual language exposure assessment tool**

The assessment of qualitative and quantitative aspects of current bilingual and multilingual exposure constitutes a crucial aspect in establishing participants' language profile. High variability and a multitude of environmental factors affecting language exposure render the inquiry into its characteristics methodologically

challenging.

Researchers within the field of bilingualism and multilingualism have developed a number of questionnaires enabling investigation of bilingual and multilingual experience from different perspectives, including language history and usage (LHQ by Li et al. 2006), proficiency and social background (LSBQ by Luk and Bialystok 2013, LEAP-Q by Marian et al. 2007) or a combination of factors such as language history and use, self-assessment of proficiency, and attitudes towards used languages (Bilingual Language Profile by Birdsong et al. 2012). None of the questionnaires, however, directly accounts for the variability of bilingual or multilingual exposure over the course of time. Resorting to the reliance on participants' estimates constitutes a serious constraint of traditional questionnaires, and it may not reflect the actual exposure.

In the present contribution we would like to propose a preliminary version of a longitudinal language exposure logging tool. Firstly, we will present a comparative analysis of selected aspects of the previous tools. This analytical part will serve as a basis for the development of the Longitudinal Language Exposure Diary (LLED), an easily-followed form allowing participants to track their daily multiple language exposure over a period of time. In order to improve its user-friendliness and reliability, LLED is proposed to take the form of a mobile application, not only enabling data logging, but also reminding the user to enter the details of their daily exposure. LLED will be applicable in linguistic research requiring a detailed and accurate profile of a participant's exposure to multiple languages.

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## **Mykyta Kudin**

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### ***Language typology in code-switching: Culture specific imagery in language activation***

My future research intends to study the probability of code-switching depending on the typological proximity of the language of production and the first language of multilingual speakers, as well as the presence of cognates in the produced utterance. Pictures of culture-related imagery and faces of varying emotional values will be employed to trigger code-switching in the subjects.

The experiment will recruit multilingual (preferably trilingual) speakers of Polish as a foreign language, originating from two distinct language families, e.g., Germanic and Slavic, sharing a second language, e.g., English.

The experiment will consist of two blocks: the second and third language block. Two groups of participants will first be presented with input in their first languages and their third language, the spoken answers will be elicited in the second language; later - with their first languages and their second language, the answers elicited in the third language. The input will vary in emotional intensity, high or low; and the cognate status to the language of production, being either fully cognate or non-cognate.

Manipulated variables are, therefore, as follows: affective gradation of the presented images, their cognate status and the typological distance between the first language and the language of production.

The experimenter expects to witness a higher frequency of code-switching into the first language when the presented stimuli will be emotionally intensive; and to see a higher frequency of code-switching into the second and third language when the presented stimuli will be low in emotionality. Typological proximity of the language of production to the first language and the cognateness are expected to cause more code-switching.

Hopefully, the results will shed light on the processes that govern the perception of similarity between languages and how this similarity contributes to switching languages.

**Agnieszka Anna Marciszewska**

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### **Transfer of training as a solution to processing L3 grammar?**

Processing Instruction (PI), guided by the model of Input Processing (IP), has been found to effectively help learners process those aspects of second language (L2) grammar that IP deems problematic during comprehension. PI has convincingly demonstrated its role in facilitating form-meaning connections for morphosyntactic information in target languages including German, French, Spanish, Italian and Russian, among others. Furthermore, transfer-of-training effects have been found in that L2 learners who received PI training improved the processing of not only the target structure itself but also other structures affected by the principles in the IP model. While research results consistently show the generalisability of PI in various L1-L2 combinations, the pedagogical implications of PI for L3 learners have not been considered yet. Studies on L3 morphosyntactic processing provide convincing evidence for typology as a key factor. Considering that typology may play an important role in processing L3 grammar, its tenability in affecting potential transfer-of-training from L2 to L3 will allow to broaden PI applicability.

This experimental study explores immediate and delayed effects of processing instruction on the acquisition of L2 English past simple form as measured by sentence-level comprehension and production tasks, with the aim of measuring transfer-of-training effects to L3 German. The verbal morphology in both English and German is affected by learners' use of the Lexical Processing Principle. Participants were Polish native speakers and were randomly assigned to one of two groups (processing instruction and a control group) with the test battery including a series of sentence-level tasks in L2 and L3 (interpretation and production). RM ANOVAs are being performed to check improvement over time. Results showing improved processing of morphosyntactic information in L3 will have significant pedagogical implications and inform classroom practice in terms of the selection of grammatical

structures cross-linguistically and the construction of materials in a multilingual context.

**Richard Nightingale**

Universitat Jaume I

### **Language contact in out-of-school contexts and Spanish secondary education students' attitudes towards English**

Both out-of-school language contact and language attitudes are fundamental factors in language learning, especially in the socio-psychologically turbulent period of adolescence. However, there are very few language attitudes studies which consider out-of-school language contact as a variable. There are even less of these studies in the Spanish context, where the learning of English as an L2 or L3 constitutes an essential component of the education system at all levels. With this in mind, the current paper presents an empirical study of the effect of out-of-school contact with English-language media on the language attitudes of adolescents. The study takes data collected from 152 Spanish high-school students (age 12 - 17 years) and presents statistical analysis of their responses to a questionnaire. The participants were asked to comment on their use of English in a range of media contexts, including both traditional and digital media. Results show that out-of-school contact with English-language media has a statistically significant impact on certain types of attitude towards that language, specifically the extent to which they identify with English. Moreover, the effect of digital media is considerably stronger than the effect of traditional media. This is especially the case for social networking sites, which showed the most powerful effect. The study highlights the power and potential of out-of-school media contact in language learning and consolidates existing SLA research with new insights from sociolinguistics, specifically the affective domain. It presents a challenge for educators of how to capitalise on this rich and readymade resource to supplement in-class learning without detracting from its authenticity.

**Maria Orcasitas Vicandi**

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### **Crosslinguistic influence on third language writing**

This paper examines the conditions in which multilingual speakers transfer terms from their previously acquired languages to their L3 writing. Specifically, it focuses on two factors that have proven to be determinant in the presence of the source-language of crosslinguistic influence: proficiency level and language typology. Looking at languages with different typologies (Basque, Spanish and English) and different proficiency levels in each of the languages provided us the possibility of exploring the specific conditions in which crosslinguistic influence occurred. Additionally, crosslinguistic influence is discussed as related to the multilingual processing and organization of the mental lexicon.

Participants were 133 bilingual secondary school students who had Basque and Spanish as home languages and attended two schools with Basque as the language of instruction. They all studied English as a third language. Participants wrote three essays, one in each language. In order to obtain proficiency scores, we evaluated the 399 essays holistically using the revised rubric proposed by Connor-Linton & Polio (2014). Then, the 133 compositions written in English were analyzed quantitatively identifying the source-language of the instances (Basque, Spanish or ambiguous) and their word category (content or function words). Finally, a qualitative analysis was carried out in order to define the specific conditions in which crosslinguistic influence occurred at the orthographic, morphological and lexical levels.

The results confirmed that the conditions in which crosslinguistic influence took place were determined by the factors of language typology and proficiency. Additionally, the results of the qualitative analysis showed that students used their previous linguistic knowledge strategically in order to obtain the vocabulary they needed to communicate in their L3. Accordingly, these results highlight the need to analyze crosslinguistic influence for the study of multilingual written production.

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**Laura Portolés Falomir**

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**Early multilingual requestive behavior: authentic and elicited requests in multilingual instructional contexts.**

Early multilingual requestive behavior may be regarded as a new research area in the field of pragmatics (Cenoz, 2017; Safont, 2015). While child requestive behaviour has received some attention in SLA research (Rose, 2000; Cromdal, 1996; Ellis, 1992; Lee, 2010), little research has considered requests production and comprehension in very young learners from a multilingual perspective. The linguistic background of L3 learners has often been ignored. Some studies adopting a multilingual approach have focused either on the production or on the comprehension of requests (Safont & Portolés, 2015, 2016; Portolés, 2015). However, data in previous studies were obtained either from completion tests or from natural classroom discourse. To the best of our knowledge, no previous studies have explored young learners' requests in three languages by combining both authentic and elicited data.

For that reason, the aim of the present study is to provide a comprehensive picture of child requestive behavior in the multilingual classroom setting. We examine the comprehension and production of elicited and authentic requests of 127 school students taking into account the whole language repertoire. The results derived from the combination of methods and the adoption of a multilingual perspective may shed light in the complexity of early multilingual requestive behavior. As a conclusion, we suggest that a monolingual approach in the study of pragmatics may provide us with a partial picture of L3 learners' pragmatic development.

**Keywords:** child requestive behaviour, requests, multilingual proficiency, elicited data, naturally-occurring classroom discourse

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### **Developing information literacy of LSP translators – experimental classes**

The presentation gives account of the experimental course aimed at the development of information literacy of future translators. The scenario of the classes is based on the results of the observation study into students' information behaviour (Sycz-Opoń 2015), which revealed, among others, the problems encountered at different stages of the information-seeking process, effective and ineffective search strategies applied by

the students, and commonly made mistakes. The general conclusion was that translation trainees possess only rudimentary information skills, not sufficient for effective performance of translation tasks, which suggests the need for developing information literacy during translation education.

The study is in its initial stage – the syllabus for the classes has been prepared (and will be discussed during presentation) and the classes start in October. Four groups of students have been chosen to participate, from two educational institutions: University of Silesia and University of Occupational Safety Management in Katowice (Wyższa Szkoła Zarządzania Ochroną Pracy w Katowicach). The information literacy course will be integrated into standard translation classes. The effectiveness of the course will be measured by means of a survey distributed among the students at the very beginning and the end of the course, combined with the observation of the students' information behaviour during the beginning/end-of-the-year translation test.

### **Maria Ulz**

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#### **Development and evaluation of an online German reading comprehension course for French-speaking students by means of the method *EuroComGerm*.**

The project consists of the development and evaluation of an online German course by means of *EuroComGerm*. *EuroCom* is a method of learning which uses similarities between related languages of the most important European language families to obtain higher learning efficiency. Its primary goal is the acquisition of receptive proficiency in as many languages of the same language family (the Romance, Slavic and *EuroComGerm* for the Germanic language family) as possible; nevertheless, the method is also capable of enabling receptive proficiency in only one target language. The method's main learning principles are called the "Seven Sieves", seven strategies enabling better use of the knowledge of previously learned languages in order to learn another (or more), related, language(s). These principles constitute the base for the online course in German reading comprehension I developed. The target group for this course consists in Belgian students with French as their mother tongue who have already learned English and/ or Dutch but who have had no previous knowledge of German; thus, English is the course's link language and French the language of tasks and communication.

Central presented themes are the course contents and the collection of data at its first run. Participants had to do language tests; those tests and other data (like students' profiles and learning journals) shall help explain how they worked with the course in general and with *EuroComGerm* in particular.

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## Nerea Villabona

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### **Exploring the multilingual repertoire and metalinguistic awareness in CLIL settings**

In the last years there is an increasing presence of Content and Language Integrated Language (CLIL) programs all over Europe. The use of a foreign language (FL) as the medium of instruction means more exposure to the FL and consequently, better results on FL learning (see for example Lorenzo, Casal & Moore, 2010). However, attention also needs to be put on the acquisition of content matter and in the way language learning and content learning can be integrated. This study analyzes how translanguaging strategies that use students' multilingual resources can influence the development of metalinguistic awareness and the acquisition of language and content. The study looks at the use of spontaneous and pedagogical translanguaging and its possible effect on the acquisition of content, academic and communicative language. Spontaneous translanguaging refers to the use of multilingual resources in teacher-student(s) or student-student interaction without previous planning. Pedagogical translanguaging refers to specific pedagogies that have been planned such as the

identification of cognates, derivatives and compound words across languages. Participants (N=65) are students in three classes of secondary school from two schools in the Basque Country. All participants are learning one school subject through the medium of English, their third language. The other two languages in their linguistic repertoire are Basque and Spanish. The data were collected by using different instruments: questionnaires, observation, a metalinguistic awareness test, language tests, interviews and focus group discussions. The preliminary results indicate that pedagogical translanguaging could have a positive effect on reading comprehension and vocabulary development in the context of CLIL.

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# PRESENTATIONS

**Hessa M Al-Bishi**

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## **The changing perceptions of nonverbal greetings by Saudi sojourners in English-speaking countries**

In intercultural communication, people experience first-hand contact with different cultures which results in adaptive changes in verbal and nonverbal behaviours (Ting-Toomey, 2012). Scholars have considered communication across cultures (Knapp, Hall, & Horgan, 2013), and diverse consequences of communication accommodation such as language change (Gallois & Giles, 2015), and acculturation of all those who crossed borders including visitors, sojourners, and migrants (Dewaele & Stavans, 2014). Little attention, however, has been paid to adjustment of pragmatic features of nonverbal communication. The purpose of this study is to explore appropriateness of nonverbal greeting behaviours influenced by length of residence in a different culture, personality traits, and culture orientation as predictors. In other words, it aims to investigate to what extent familiarity with culture of English-speaking countries (ESCs) may affect Saudi sojourners' perceptions of nonverbal greetings appropriateness.

We developed a questionnaire comprising three sections: 1) Likert scales on appropriateness of four Saudi typical nonverbal greeting behaviours shown in stimulating videos which were acted by two Saudi interlocutors, 2) Multicultural Personality Questionnaire (MPQ, Van Oudenhoven & Van Der Zee, 2002), and 3) acculturation scale (VIA, Ryder & al., 2000). Data were collected from a total of 764 participants: 644 Saudi sojourners in ESCs, 59 Saudis in Saudi Arabia, and 61 English L1 users. Statistical analyses indicated that Saudi sojourners', particularly those who have spent more than two years in ESCs, judgments of appropriateness of some nonverbal greeting behaviours approximate those of English L1 users. Moreover, personality traits and orientation towards heritage and host cultures influenced Saudi sojourners' judgments of appropriateness of nonverbal greetings. Accordingly, perception of appropriateness of nonverbal communication among Saudi sojourners seems to change as a result of acculturation to a new culture.

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### ***Gure ikastola en tres languages: the teaching and learning of trilingual oral expository skills***

The aim of this presentation is to analyse the development of trilingual oral expository skills in sixteen-year-old Spanish L1, Basque L2 and English L3 students in the framework of a multilingual didactic sequence. The promotion of multilingualism including a minority language such as Basque is a major specificity of the Basque educational system (Cenoz, 2009; Idiazabal et al., 2015), and the Integrated Teaching of Languages (ITL) is highlighted as a relevant approach for multilingual

education both in the Basque and European contexts (Gobierno Vasco, 2015; Troncy, 2014).

Initial and final oral expository texts produced at the beginning and at the end of a didactic sequence by trilingual students constitute the empirical data of this study. Both texts were addressed to students' school community as well as to foreign students with the aim of presenting their school. We followed text genre-based criteria in order to analyse students' trilingual productions (Dolz & Schneuwly, 2016).

Results show that students did improve their oral expository texts overall, although to different extents: among the aspects that showed a greater improvement, we can name the explicit mention of core elements at the introductory section in Basque, the more consistent use of topic introducers regardless of the language and the more regular use in English of resources to clarify those concepts whose meaning could be difficult to grasp for foreign students. Among those aspects where improvement is notably less, we could mention that students hardly ever addressed the audience in English and thus failed to catch their interest; also, the production of target-deviant past tense verb forms in English remains quite problematic.

From the perspective of the ITL, we will conclude that this analysis shows that teaching oral expository skills from an integrated perspective fosters multilingual development, being inter-linguistic discursive transfer a relevant didactic resource (Cummins, 2008).

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### **Nada Abdullah Alqarni**

Birkbeck, University of London

#### **The effect of trait emotional intelligence on emotion recognition ability of Arabic-English bilinguals.**

An exposure to a second language and culture allows individuals to gain psychological advantages that would impact their emotional competence both in the L1 and L2 (Dewaele, 2016). This study considered the effect of trait emotional intelligence (trait EI; Petrides, Furnham & Mavroveli, 2007) on emotion recognition ability (ERA) of 609 participants in L1 and L2. The participants were divided into 205 Saudi Arabic-English bilinguals, 333 English monolinguals, and 71 Arabic monolinguals. The emotions included in this study were the six basic emotions (anger, fear, sadness, disgust, surprise, and happiness) (Ekman, 1972). The stimuli used to depict the six basic emotions were short audio-visual video clips in Arabic and English. Data were collected via a Web-based questionnaire. Participants were divided into three groups based on their trait EI scores (low, average, and high). Nonparametric statistical analyses revealed a significant difference in ERA between bilinguals and monolinguals; bilinguals identified emotions at higher rates than did monolingual groups in Arabic and English. In addition, the results indicated a positive and significant effect of trait EI on ERA of bilinguals and English monolinguals; all the factors of trait EI (self-control, well-being, emotionality, and sociability) were positively and significantly correlated with ERA scores of bilinguals and English monolinguals. Participants with higher trait EI levels seem to find it easy to recognize the emotions of others and seem to be skilful in anticipating of other's emotional states, which might function to allow smooth interactions between them. The present study thus adds to the evidence

of the positive psychological and emotional effects of multilingualism (Dewaele, 2016).

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## Katarzyna Bańka

Institute of English, University of Silesia

### **The analysis of the acquisition of spoken Chinese by Polish Student Beginners**

Learning Chinese, comparing to other languages, especially Indo-European languages, requires individual approach. The specificity of Chinese spoken system makes all the notorious means of learning languages useless to certain extend. In this article the aspect of Chinese spoken acquisition by Polish student beginners will be the main focus.

At first, the specificity of the Chinese spoken system will be introduced, followed by a set of examples on its diversity and its implications on the further analysis. Then, the learning methods used in learning Chinese spoken system will be examined. The final part of the article will be devoted to the critical analysis of the students' progress and final remarks on students' learning strategies and their effectiveness in learning Chinese spoken system.

**Key words:** Chinese language acquisition, pinyin, learning strategies, second language acquisition

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## Marcin Bergier

Institute of English, University of Silesia

### **The development of qualitative syllable nucleus reduction in the pronunciation of English function words by advanced Polish learners.**

The isochrony of Polish and English denote a vital contrast. English is a typical rhythm-timed language (Abercrombie 1967) where the timing based on stress influences the temporal and spectral values of segments with common reductions (Knight 2012). English function words are commonly unstressed and reduced i.e. in weak form representations. Considering syllable-timed languages on the opposite side, we can place Polish in between as sharing the features of both types of timing. Ramus et al. (1999) classifies Polish as a rhythm timed language, whereas (Nespor 1990, Grabe & Lee 2002, Wagner 2012) indicate its complex character with the elements of syllable and stress timing, nevertheless without any sharp degree of reduction. The synthetic Polish being highly inflectional and rich in affixation processes is not rich in function words, hence students of L2 English having no contextually

variable reduction process operating in their native Polish may experience production difficulties regarding this process in English.

This project is to perform temporal measurements of English vowels in weak and strong form realizations of the selected function words in longitudinal study. Native Polish L2 English students read the set of 2 phrases featuring a prosodic context of natural - weak and strong form application in the 1<sup>st</sup> session. Later they are exposed to the theoretical metaphonetic and practical phonetic training concerning function word reductions and accompanied with the explicit instruction led by the tutor. The phonetic treatment period consisted of a few sessions and lasted for about 4 months. In the 2<sup>nd</sup> (final) session the same experimental group followed the same pattern of tasks as in the 1<sup>st</sup> session. The longitudinal findings are going to be juxtaposed with the native English control group. The results are expected to contribute to the native and non-native perspective on function words production and to verify the phonetic awareness among students and effectiveness of tutor run training in this field.

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**Ewa Cieślicka, Arkadiusz Rojczyk**

Institute of English, University of Silesia

**Assessment of higher- and lower-proficiency learners' pronunciation by experienced learners of English – the impact of prior pronunciation training**

The study investigates how fifth-year students of English rate the accents of other learners, where a variable of speakers' proficiency is introduced, but remains unknown to the raters. We aim to find whether there arises any discrepancy between the ratings of lower-proficiency students' pronunciation and those of higher-proficiency – in other words, whether students' proficiency and experience truly interact with the general perception and assessment of their pronunciation skills when based on a speech sample. The lower-proficiency group were high-school learners, students of the International Baccalaureate Diploma Programme, who had not received any prior pronunciation training. The higher-proficiency group were fifth-year students of English studies with a minimum of one-year pronunciation training. In the study, we concentrate on how fifth-year students, as experienced learners of English, evaluate the accents for parameters such as pronunciation, articulation, intelligibility and fluency. Both quantitative and qualitative analyses are set to be conducted for the purpose of the research. The study serves as a follow-up to the previous research on Polish learners' self-reported and self-rated pronunciation in English, which found that there are no major differences between how learners report their accent in English and how they rate it from the recording of their own speech.

**Dominika Dzik**

Pedagogical University in Kraków

**Investigating the impact of English on the process of acquisition of L3 Spanish lexis**

Spanish and English are two languages that are the most widely spoken around the world. That is why many students choose to learn them. The greatest challenge in this process is the ability to make use of previously acquired knowledge and apply it in

the new context. But the question arises how to use it so that it can work to our advantage. As a student of English and Spanish Philology, it was not easy for me to master L3. What helped me the most in this process was the knowledge of L2 (English). Due to the fact that Spanish and English bear a great resemblance to each other, the impact of L2 on the acquisition of L3 may turn out to be positive. In order to test this hypothesis out, the language test was conducted among the students of English and Spanish Philology. The participants were supposed to infer from the context the meaning of Spanish words and phrases that appeared in the text. The results provided the evidence that even students without prior knowledge of Spanish were able to understand the general meaning of the article. This study suggests that at least at the early stages of L3 (Spanish) learning, L2 (English) has positive impact on the process of the acquisition of Spanish lexis.

The results of the language test open the door to further research in this field. One of the most crucial aspects that should be analyzed in more details is the recognition of true cognates in speech and the influence of English on pronunciation accuracy in Spanish. In my future research, I would like to focus on this aspect of cross-linguistic influence.

**Lukas Eibensteiner**

University of Mannheim

### **The Influence of previously learnt Linguistic Knowledge on the Acquisition of the tempo-aspectual System of Spanish**

In past research many studies have focused on the acquisition of tense and aspect (for an overview see Bardovi-Harlig 2000, Salaberry 2008, Salaberry et al. 2013). Still, most studies used English L1 learners and only a few studies centred on germanophone learners (e.g. McManus 2015, Diaubalick et al. 2016); to be more precise, there is hardly any research concerning the acquisition of tense and aspect in Spanish that pay attention to German and Austrian school contexts (for an exception see Hinger 2017). In German *Gymnasien* (= high schools) Spanish is usually learnt as a third language - usually after English, French or Latin. For this reason, the present study will focus on the influence of previously learnt linguistic knowledge (Foote 2009) apart from old research questions such as the influence of lexical aspect or discourse features.

In order to approach this issue holistically, a mixed methods approach was used: a c-test for proficiency measure, the retelling of two picture stories, three Sentence Interpretation Tasks for English, French and Spanish, a questionnaire and a reflexion-task (stimulated recall). Data was collected from 9 different *Gymnasien* in Germany and Austria (n = 160).

In the present talk I will present preliminary results on the influence of English, Latin and French as second languages on the acquisition of the Spanish tempo-aspectual system.

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**Kathrin Feindt**

University of Hamburg

## **English as L2 – Phonological Cross-Linguistic Influence in Turkish-German Bilinguals**

Through their greater linguistic resources, polyglots' source language for transfer effects may differ. The question that arises is which of the languages has the most influence on the current acquisition process and ultimately why this particular language is dominant. It has been shown in recent research that typological similarities and differences between all languages involved, even if there are only subjectively perceived, prove to be important factors for Cross-Linguistic Influence (CLI) for L3 settings (cf. Ringbom 2001; Foote 2009). To close the gap of knowledge about phonological CLI, the process of acquiring a further phonological system in bilinguals is the main object of investigation.

The data examined involves 66 monolingual German and 35 bilingual Turkish-German children in forms seven and nine learning English in Germany. To be able to make reliable assertions concerning the source of CLI it is essential to examine the different phoneme systems of German, Turkish and English, concentrating on relevant differences and similarities. Phonemes concentrated on are e.g.: [ŋ] (used in Ger and Eng) or [tʃ] (used in Tur and Eng), with the leading question: How often do monolinguals compared to bilinguals use a particular phoneme?

First analyses of learner's spoken English reveal that typology seems indeed to be influential in phonology to the extent that bilinguals display differing source languages for transfer. It seems to be the case that individual phonemes are drawn from one language, whereas the source for superordinate phonological systems like final devoicing or vowel harmony can shift to the other language. It will be argued that if there are no obvious and objective typological references to be made, learners fall back to a psychotypology (cf. Kellermann&Smith 1986), which is built up in large parts through metalinguistic knowledge, which is assumed to be greater in multilinguals.

**Beata Grymska**

University of Silesia

### **Adjectives in academic discourse – a comparative study of research articles' abstracts**

The research studies on academic discourse in Research Articles (RAs) can develop in many directions, e.g. epistemic modality (Warchał, 2015) or lexical bundles (Hyland, 2008). But less attention has been paid to the distribution of adjectives in this genre. As observed by Swales and Burke (2003), adjectives which occur in writing differ from those used in speech, e.g. *weird* or *tremendous* are rarely used in writing. Łyda (2013) analysed emotive terms in RAs in linguistics and biology. The study revealed that there were twice as many emotive adjectives in linguistics than in biology texts.

The aim of the study is to investigate the distribution of adjectives in research articles' abstracts in seven academic disciplines: linguistics, medicine, material science, mathematics, biotechnology, ecology and political science. The study is corpus based in design and consists of 385 abstracts (55 abstracts for each discipline). The abstracts were downloaded from prestigious journals from ScienceDirect and Wiley scientific databases and were published in the years 2006-2016. Abstracts were compared referring to the number of adjectives and their frequency. The analysis has revealed that abstracts in the corpus differ in the number of adjectives and the occurrences depend on the discipline studied.

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**María Isabel Gutiérrez**

**Eduardo Di Ridolfo Marquina**

Fundación Universitaria Los Libertadores

### **The Challenges of Blended Learning in EFL Instructional Context**

Over the last decades the Colombian government has committed to improve the population's second language competence and launched the program called "Colombia Bilingüe", which aims to make Colombia a bilingual country by 2025. In that attempt, higher education universities have followed the government's guidelines and adopted international standards and have adjusted their syllabus and incorporated different resources and new trends in foreign language teaching.

The English Language Center at a private higher education institution in Bogotá has made great efforts to improve students' English level and has adopted a Blended Modality in order to cope with time constraints and foster the use of ICTs within the EFL courses. Along with virtual learning, students have gained greater autonomy and are more responsible for their learning process through virtual work. However, diverse integration processes of face-to-face instruction and autonomous virtual work has led a different quality instruction and the educational standards may be affected.

In this presentation, we will describe how the English Language Center staff integrate face-to-face instruction and autonomous virtual work in their teaching practice. Despite adapting a Blended modality, the Center staff has stated that they are having difficulties to integrate the face to face sessions with the autonomous virtual work. Our research work aims to design an instructional design within a blended modality to render a better practice in terms of methodology standardization, control and assessment. In order to gather information, the research team will apply surveys among students and EFL teachers will take part, classes will be observed, and EFL teachers will be interviewed.

Identifying the challenges regarding asynchronous and synchronous work and students' empowerment of their own learning process and autonomy, will help reformulate the teaching philosophy of our department, provide methodological guidelines to EFL teachers and foster a culture of autonomy as proposed by the Institution.

**Key words:** Blended learning, autonomous work, face to face session.

**Ana Herraiz Martínez**

Jaume I University

**Influence of English medium instruction intensity and previous language experiences in higher education: The development of grammatical and pragmatic competences**

Internationalization in globalized societies has consolidated English as the dominant language by reaching all corners of the globe. The 20th-century world has experienced not only the integration of English across academic disciplines but also the booming demand of specific teaching practices. This fast-moving worldwide phenomenon invited European Universities to implement English medium instruction programs (EMI) as the optimal response to internationalization. Despite the fact that EMI has motivated research on teachers' and students' attitudes, students' academic achievement and language and pragmatic outcomes (Taguchi, Naganuma and Budding, 2015; Ament and Pérez Vidal, 2015; Muthanna and Miao, 2015; Dafouz and Camacho-Miñano, 2016), research regarding pragmatic gains at university level is however extremely scarce. Considering Kuiken and Vedder's (2016) functional adequacy approach, the present study explores the influence of intensity of English medium instruction programs on the development of students' pragmatic and grammatical competence, addressing two research questions: (a) to what extent the intensity of EMI trigger the development of learners' pragmatic competence, and (b) whether previous language experiences may influence learners' pragmatic and grammatical competence.

A total of 400-word motivation letters were written during one academic year where 19 year-old teenagers requested for an opportunity to conduct the internships in a specific company. As such, the rating scale proposed by Quicken

and Vedder (2016) was applied in order to assess four dimensions: (1) content, (2) task requirements, (3) comprehensibility, and (4) coherence and cohesion. Also, a new scale was created in order to assess students' grammatical development. A Likert-Scale was used for the evaluation of the two scales, followed by the statistical analysis in order to examine if there existed statistically significant differences regarding the intensity of EMI. Even though the third data collection and the corresponding analysis are actually in progress, provisional results may anticipate differences among the three EMI groups regarding pragmatic and grammatical development.

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**Jonas Iversen**

Inland Norway University of Applied Sciences – INN University

**Teacher students in translingual classrooms:  
Experiences and practices**

This Ph.D. project is a qualitative, phenomenological study, which explores how Norwegian teacher education manages to prepare future teachers to work in translingual classrooms. This is investigated by analysing teacher students' experiences with translingual classrooms during their practice periods. Through semi-structured group interviews and individual interviews, as well as individual reflection logs, this project aims at providing answers to the following research questions:

- What beliefs do Norwegian teacher students have about translingualism as a potential resource and challenge in the classroom?
- What knowledge do Norwegian teacher students have about translingualism?
- How do Norwegian teacher students work with translingualism in their own teaching practice?

This Ph.D. project has research confirming the benefits of a translingual education for all students – regardless of linguistic background – as a point of departure when investigating these questions (Conteh & Meier, 2014; García, 2009; Hornberger, 2005; Velasco & García, 2014). Furthermore, this project draws on previous research on teacher beliefs, which stresses the importance of adequate teachers' beliefs concerning minority students' backgrounds, in order to achieve academic success for this group (Gay, 2015).

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**Laura Karabassova**

Nazarbayev University

### **Content and Language Integrated Learning (CLIL) in Kazakhstan: Case Studies of Six Teachers at a Nazarbayev Intellectual School (NIS)**

Trilingual education is currently on the agenda in Kazakhstan. Since 2007, several pilot schools have been implementing trilingual education in Kazakhstan. Beginning from 2018-2019, all Kazakhstan secondary schools will move to the instruction in three languages. It is expected that Kazakh will be the language of instruction for History of Kazakhstan, World history will be taught in Russian, and Biology, Chemistry, Physics and Computer Science will be taught through English. To learn content subjects in second (L2) and third (L3) languages students should be at intermediate level. As it is not the case in Kazakhstan, content teachers are expected to implement Content and Language Integrated Learning (CLIL) approach. This means that content matter drives learning in content classes, but that teachers simultaneously provide support in language learning. Since CLIL is an essential component of trilingual education pedagogy, it is very important for teachers to develop a sound understanding of CLIL pedagogy and implement them effectively.

The purpose of this study is to understand how teachers in Kazakhstan conceptualize CLIL and how they implement CLIL in teaching subjects through L2 or L3. With this objective in mind, case studies of six CLIL teachers were conducted at one of the pilot schools. Interviews, focus groups and lesson observations were used to get in-depth information about the CLIL implementation in Kazakhstan.

The research revealed that in Kazakhstan, CLIL is not conceptualized as a teaching approach with an equal focus on language and content. Teachers' concepts

of the integration of content and focus depended on their background, the subject, received trainings, and students' L2 ability. Interestingly, the study demonstrated that teachers of social sciences were more mindful of the role of language in CLIL. However, none of the teachers formulated language objectives, and assumed CLIL as a mere change of the language of instruction.

## **Hannah King**

Birkbeck, University of London

### **A comparative study of code-switching practices and language attitudes within and across Spanish speaking immigrant communities in London**

There is a growing population of multilingual Spanish-speakers in London which is large, diverse, and understudied. This project explores the communicative practices of these immigrants. Taking a mixed methods approach, the study first employs a quantitative questionnaire in which self-reported language use and attitudes towards various aspects of multilingualism are collected. This quantitative data provides general information on the Spanish-speaking population in London and enables the researcher to identify areas of interest for comparison in the second stage of research. In the qualitative element to follow, notable participants from the questionnaire stage will be asked to record themselves speaking. The resulting naturally occurring speech data will be analyzed and compared with the results of the questionnaire. The project is particularly interested in linguistic creativity and specifically the role of code-switching (CS) (at its most 'basic,' the use of two or more languages in a single conversation) in everyday interactions between multilingual speakers. CS is common in areas of language contact and research has shown that speakers tend to have negative attitudes towards CS, yet these beliefs are often at odds with people's behavior. CS has multilayered significance and has been linked to bilingual creativity, conversational strategy, and conveying aspects of identity. This study seeks to uncover possible discrepancies between what people say they do with their own language use and what they actually do in their everyday speech. The research questions to be addressed are three-fold. First, the study will explore the consciousness (or unconsciousness) of code-switching behavior. Second, the project will take into account the *superdiversity* of London and the ways linguistic barriers are created, maintained, and manifested in this context. Finally, the data will give insight

into the ways in which Spanish-English bilinguals identify with and seek to integrate into the English-dominant society through their language use.

**Grzegorz Krawczyk**

University of Silesia

**The occurrence and functions of the glottal stop among Polish teenagers and adults inhabiting the Republic of Ireland – a sample study.**

The glottal stop is a common speech sound produced by native speakers of the English language in various linguistic environments. It is commonly pronounced as an allophone of voiceless plosives word-medially and word-finally, nevertheless, the distribution of the glottal stop spreads to diverse positions where, instead of functioning as a replacement, it can also provide reinforcement.

The aim of the research is to provide acoustic analysis of the occurrence and the quality of the glottal stop among Polish teenagers and adults who have emigrated to Ireland at different ages and currently, apart from speaking native Polish, represent fluent level of the English language. Another significant aspect of the analysis is the fact that Irish Gaelic is a second language widely spoken and taught at schools in the county of Westmeath, where the recordings have been made.

Since the occurrence of the glottal stop is on the increase among native speakers of the English language, the results of the research may have important implications for both learning and teaching strategies as well as analyzing difficulties and failures in production and recognition of the sound in question.

**Iga Krzysik**

Faculty of English, Adam Mickiewicz University in Poznań

**Individual differences in L3 phonological development in adolescent multilinguals: A longitudinal study**

Multilingual acquisition constitutes a complex and non-linear process, influenced by numerous factors (Jessner 2008). In the studies on multilingual phonology, researchers implement different methods e.g. a longitudinal setup (e.g. Cabrelli-

Amaro 2013, Kopečková 2016), cognitive measures (e.g. Engel de Abreu 2011, Mora 2017, Wiśniewska and Mora 2017), or instruction type classification (e.g. Kopečková et al. 2016, Llama and López-Morelos 2016, Wrembel 2014) to recognise the effect of selected variables on multilingual acquisition. The present study will investigate individual differences in the phonological development of adolescent trilinguals (L1 – Polish, L2 – English, L3 – French/German) aged 12-13, acquiring L2 and L3 in the formal context of primary education. By combining a longitudinal setup and measures of individual differences, the study will offer insights into L3 phonological development and its interaction with cognitive and environmental variables. The participants will be tested over 1.5 year, from the onset of L3 acquisition.

The preliminary research questions aim to determine: (1) the effect of L3 instruction on L3 phonological production and perception, (2) the symmetry of the gain between L3 perception and production, (3) the effect of L1 and L2 phonological systems on the emerging L3 system, (4) the correlation of the perception-production tasks and the individual differences measures.

Trilingual phonological perception will be examined in AXB non-word discrimination task, whereas phonological production will be investigated in a picture naming task, and a delayed word repetition task across three languages. The measures of individual differences will include the tests of phonological working memory, attention and inhibition, overall proficiency in three languages, and a language exposure questionnaire.

The results regarding selected phonological features will be interpreted within the Dynamic System Theory (de Bot 2012, de Bot et al. 2007), an accommodating framework for researching individual variability in multilingual development (Cabrelli-Amaro and Wrembel 2016: 15).

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## **Halina Lewandowska**

Adam Mickiewicz University

### **Foreign language status switch; language dominance shift as a result of L3 phonological development**

Phonological acquisition is a relatively understudied area of investigation within the field of third language acquisition (TLA). Since the often quoted case study by

Hammerberg and Hammerberg (2005) more research has been conducted on phonological acquisition in multilingualism (e.g. Tremblay 2007, Gut 2010, Wrembel 2010, Kopečková 2013, Wrembel 2015), however, focusing mainly on the L2-to-L3 transfer. This contribution aims to explore the impact of the newly acquired L3 on the already established L2 and the dynamics between the two phonological systems.

The present project is intended as a longitudinal study of Polish speakers of L2 English with L3 German or French. It will investigate university students who, having acquired L2 English at the intermediate level, start an intensive course of an additional foreign language (L3) from the onset. The main objectives of the study are (1) to determine the sources and direction of phonological cross-linguistic influence between L1 Polish, L2 English, and L3 German/French, (2) to investigate the trajectory of the relation between the interphonologies of L2 and L3, and (3) to observe a potential ongoing shift in language dominance between the L2 and L3 under the influence of extensive L3 input.

The author aims to determine which phonological features in L2 are affected the most by the increasing L3 proficiency. The study will investigate both segmental and suprasegmental features of the languages involved such as selected vowels and word stress patterns. The tests used in the study will include discrimination and identification tasks for perception, delayed repetition and story retelling tasks for production, and psycholinguistic measures such as lexical decision tasks and language switching, measuring reaction time. By combining these different approaches we hope to provide a more multidimensional perspective on L3 phonological acquisition and development, and, in particular, on the process of language dominance shift in multilingual speakers.

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### **Dorota Lipińska**

Institute of English, University of Silesia

#### **The influence of formal instruction in English phonetics and phonology on vowel production by advanced Polish learners of English**

Learning a second language is always a complex and complicated process (e.g. Arabski, 1997). It requires acquisition of numerous skills and elements, L2 phonetic system among them. Since phonetic systems of various languages differ greatly, achieving correct pronunciation in one's second language always poses a great challenge for language learners (Rojczyk, 2010). It is frequently unavoidable that, at least at the beginning, L2 learners apply their native sound categories to produce and perceive L2 segments (e.g. Best, 1995; Flege, 1995) as well as they copy some suprasegmental features of their mother tongues' phonetic systems to their L2 speech. Numerous studies (e.g. Nowacka, 2010; Flege, 1992; Bohn and Flege, 1997) show that second language learners whose first language (L1) sound system is more limited and, for example, has only one sound where L2 has two (or more) separate sound categories, encounter more serious problems distinguishing new sound categories and tend to apply their L1 sound to both new contexts. Certainly, this may happen due to the lack of differences between sounds in learners' perception, but frequently L2 learners who are aware of the existence of separate sound categories, display the same behavior and produce one, L1-like, sound in contexts where two

different L2 sounds should appear. Hence appropriate input and well-designed training exercises may play a crucial role in the acquisition of a new phonetic system.

The aim of this paper is to investigate whether L2 learners are able to separate new vowel categories from their native, neighbouring vowels, as well as to what extent an academic course in practical English phonetics and phonology can facilitate this complex process. 48 subjects recorded Polish and English vowels in a /bVt/ context twice – before the beginning of the course and after its first part (focused on vowels). Their utterances were subjected to an acoustic analysis. First two formants were measured at a vowel midpoint and plotted on a vowel plane. The results show that appropriate pronunciation training may help language learners acquire new sounds at a satisfactory and understandable level.

**Keywords:** speech production, vowels, L2 acquisition

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## **Rea Lujić**

University Of Zadar

### **Influence of the multilingual approach on multiple and multilingual language learners' identity in L3 classroom**

The study has two objectives: to present a multidimensional model of multiple and multilingual language learners' identity and to examine a possible influence of the multilingual teaching approach on multilingual learners' participation in the L3 classroom. The model conceives language learners' identity as the interplay between of multiple positions related to the community in which participation takes place: self-positioning, reflective positioning and positions determined by other members of the community. Positions of a member are determined in relation to the power that the member possesses in a community with regard to the other members and they are expressed through participation. Participation, conceived as making utterances in the L3 classroom, allows the description of two concurrent, complex and interdependent processes: learning a language and expressing and constructing learners' social identity. The multilingual teaching approach, which refers to the meaningful and structured use of students' communicative repertoires, was in this study organized according to the *Preview, View, Review* teaching technique (Freeman & Freeman, 2009; Young & Hadaway, 2006): English is used in the introduction, French in the central part of the lesson and the students' first language, in a written form, at the end of each lesson.

A multiple case study has been conducted in French L3 classroom in a primary English-medium international school with eight 5<sup>th</sup> grade students. The analysis of the data collected from interviews and twelve video recordings of French lessons, aims to answer the following research questions: How multilingual students position

themselves in an L3 classroom, how are they positioned by other members of the classroom and are there any differences in the forms and the frequency of learners' classroom participation in multilingual teaching approach when compared to unilingual teaching approach?

### **Kerstin Mayr-Keiler**

University of Innsbruck & Pedagogical University Tyrol

### **The Dynamics of Language Choice and Language Preferences of Mono-, Bi-, and Multilingual School Children in Tyrol**

The dissertation to be presented argues for a combined socio- and psycholinguistic approach to the notion of language use and language choice in mono-, bi-, and multilingual school children investigated within the conceptual and methodological frameworks of Dynamic Systems and Complexity Theory (DCT) and Intersectionality. Pursuing an interactional sociolinguistic approach, the author hypothesize that before language users (Cook, 1999) actually use a language within a certain context, they have to evaluate the respective communicative situation by taking multiple parameters (that constitute a specific communicative situation) into consideration – i.e. language users take their choice to use or not to use a language based on the socio-contextual information at hand as well as on their individual experience-based discursive knowledge additionally influenced by variety of socio- and psychological factors. By drawing on selected examples of empirical data obtained through a language background survey (based on Baker, 1992 and Extra & Yagmur, 2004), the study examines some of the complex and dynamic interactions of social and individual contextual parameters influencing language use and language choice and sketch out probable consequential implications for language learning and teaching. Based on the results of this study, the author displays a selection of the dynamic and complex interactions of pupils' language use in three specific contexts and their language preferences.

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**Juan Carlos Monroy**

Tallinn University

### **An Analysis of L3 Article Use in Spanish by Estonian and Russian learners**

The difficulties with which many target language students use definite and indefinite articles is an stimulating area for research to find useful pedagogical implications for English and Spanish grammar teaching in English and Spanish foreign language setting. The choice of article can be considered the most arduous and recurrent decision that learners of English or Spanish have to face, especially when  $\emptyset$  articles in which noun phrases take neither article or other determiner are included. Spanish articles, including definite and indefinite articles, and the zero article ( $\emptyset$ ), are frequently used function words in Spanish.

The use of articles is difficult for those second language learners with no articles in L1 indicating definiteness and indefiniteness. The level of difficulty becomes more challenging when the article system in a previous acquired language (L2) is slightly different from the target language (L3). This current study deals with the stages of acquisition of Spanish definite and indefinite articles by Estonian and Russian speaking learners in an academic context and who had received instruction in English to some degree before entering university.

The study describes the frequency and types of learners' selections of Spanish articles in the description of a storytelling task. I will analyse the role of the first language (L1) and the second language (L2) in the L3 acquisition whether learners overtly mark distinctions between new, current, and known NP referents, on the one hand, and between topic and comment NP referents, on the other. The overall results provide robust evidence supporting the idea that negative transfer from the L1 is the main reason for the non-target L3 patterns in Estonian learners and Russian learners. However, across proficiency levels of L2 learners exhibit different use of L3 articles. The comparison of article use in learners' second language and the target language

may improve methods of teaching articles and may enhance learners' aptitude to detect differences in article use between languages.

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## **Sharona Moskowitz**

Birkbeck College, University of London

### **Student Perceptions of Teacher Emotional Intelligence and Happiness as Determinant Factors in Second Language Acquisition**

Most students have private beliefs and opinions about their foreign language teachers, who often assume the role of facilitator, authority figure, and lead motivator. Not only is the student-teacher relationship mutually involved and reciprocal, it is usually interwoven in complex and dynamic ways. The purpose of this study is to investigate how student perceptions of foreign language teachers might affect learning outcomes in the classroom setting. This study will explore student perceptions of teacher emotional intelligence and happiness and how those perceptions might relate to student self-reported L2 motivation and foreign language classroom enjoyment. A questionnaire will be given consisting of sections about student's perceptions of teacher's EI and happiness, as well as the student's self reported L2 motivation and classroom enjoyment. Additionally, respondents will be asked about the teacher's classroom behavior, as past research has shown that teachers with a higher level of EI tend to be more enthusiastic and enjoy their students more. Respondents will be adults of intermediate to advanced level English proficiency who are enrolled in a formal ESL class. The anticipated findings are that students who report a higher score for their teacher's EI and happiness indices will themselves show greater levels of L2 motivation and enjoyment. The aim of this paper is threefold: to give students a

voice, as they are rarely given a platform to honestly express their opinions of their teachers, to shed light on the complex student-teacher relationship and its potential influence on foreign language acquisition, and to offer practical suggestions for applied use by teachers in the foreign language classroom.

**Elisa Pérez García**

University of Salamanca

### **Emotion expression as a way to make L2 learners find a voice in the target language and culture**

The present research project aims at investigating affectivity in second language (L2) production, being a key but often neglected dimension in second language acquisition (SLA) research (Dewaele, 2010, 2014, 2015; Pavlenko, 2013). Specifically, the study attempts to examine to what extent Spanish-speaking high school students learning English in a second (ESL) and a foreign language context (EFL) are able to express emotions in English L2, exploring contributing and limiting factors. The data collection method which is likely to be used is an online questionnaire to elicit the necessary information from the students. Firstly, information about their linguistic and sociobiographical profile will be requested. Secondly, a production task will be designed in order to make learners exploit their linguistic resources for speaking about emotions in English L2. The linguistic data will be analysed both quantitatively and qualitatively from two different perspectives approaching the way of dealing with emotions in language: a) Their conceptualization and b) their expression (Bednarek, 2008, 2009, Foolen, 2012, 2015, 2016; Pavlenko, 2008). Therefore, the amount and type of emotion words, emotion-laden words, emotive interjections, expressive syntax, etc. will be carefully examined. The future results will confirm whether the Spanish participants have an extensive or poor affective linguistic repertoire to express feelings in English L2, and similarly, the findings will provide language teachers with appropriate feedback on how applying an effective methodology to teach emotion expression in the classroom.

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**Khammoun Phukan**

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**'Constructive Multilingualism': a prospective tool to counter linguistic secessionism in India**

India's northeast zone is a remarkably diverse in linguistic outfit. Assam has always been the confluence of a number of Tibeto-Burman, Austro Asiatic, Dravidian, Tai Kadai and Indo European languages. Most of the languages are spoken by small tribal communities with varied number of speakers ranging from a few hundreds to millions. Therefore, it is obvious that multilingualism in Assam is the order of the society rather than being an exception. Although India has the history of persisting multilingualism, there has also been power conflict between many languages in different times. For example, in the early periods the Indo Europeans were regarded as the superior in comparison to Dravidian languages, therefore, Sanskrit was held as the H(igh) language and Dravidian languages as the L(ow) languages (King, 2006). Assam has also witnessed power conflict of languages in different time periods. In the 20th Century, the speakers of Assamese representing in the state Assembly tried its best to promote and support this language in its region. Assamese was H language and others were L languages. It actually enraged the middle classes of these smaller communities and provoked them to go for linguistic secessionism in Assam. The communities such as Bodo, Karbi, Tiwa, Deori, Dimasa took their protests to the street. It caused a great damage to the social fabric of Assam. Even now, there has been no proper dialogues to address the linguistic conflicts among the peoples of Assam. Since a language could be a uniting factor, it could also a dividing factor if it is imposed on others without considering the parallel growth of their tongues.

This research will explore the linguistic situation of the Northeast India with reference to various identity movements that have been taken place in the recent decades. Various tribal communities such as Bodo, Tiwa, etc. in Assam have demanded their languages to be promoted along with their political demands. It has also led to a type of linguistic secessionism from the local link languages; thereby mass shifting to English has been noticed. A few of them are also running secessionist movements by putting the language issue in the forefront. This research will explore

'Constructive Multilingualism/Planned Multilingualism' as one of the alternatives to arrest this problem.

**Key Words:** Assam, multilingualism, Identity

**Miguel Ángel Pitarch Santos**

UJI Castellón

### **The origins of classic tales: A didactic unit for secondary school in the English language classroom**

The aim of this project is to show that literature can become a relevant element to introduce in the English as a foreign language class. Bearing in mind that this issue is still disregarded in numerous school contexts, this project will demonstrate that by making the appropriate choices it is possible to be successful when introducing literature aspects in the English classroom.

For this reason, a didactic unit has been created concerning the introduction of original texts from widely known tales. Those extracts showed surprising facts which some tales hold when going back to their original sources. In this regard, they were introduced to show how different they could be when comparing them to its media adaptations. Furthermore, those texts were also used to work on linguistic, cultural and personal-growth aspects along with a combination of activities regarding the use of new technologies in education.

This unit has been implemented seven times in a secondary school with students from 1<sup>st</sup> of ESO and Bachillerato in Spain and it suffered several changes after each implementation in order to improve those aspects that did not work appropriately in the classroom. At the end of the unit, students were also able to evaluate the implementation and their results will serve to establish a new proposal of improvement.

**Natalia Przewrocka**

Pedagogical University of Cracow

### **Immigrant and remigrant children in Polish primary schools**

Since Polish accession to the European Union in 2004, Poles have been leaving their country of origin for economic, political and social reasons more frequently than prior to the event. Moreover, with the United Kingdom choosing to leave the European Union in the Brexit referendum, a lot of Polish people who had settled there decided to remigrate to Poland. Globalisation along with European open-boarders policy have also contributed to the growing number of immigrants and remigrants in Poland, and consequently, the number of foreign and remigrant children in Polish schools. Unfortunately, there has been insufficient attention paid to socio-educational needs of those children. Immigrant and remigrant children are often assigned to classes at a lower grade than they should be according to their age, mostly because of their language problems. On their school journey they also face more obstacles than their classmates, as proven by a lesser number of successful exam results. Consequently, the pupils' school progress becomes delayed which only intensifies as the students are promoted to higher levels of education. This study focuses on immigrant children from English speaking countries, children from Polish remigrant families who emigrated to English speaking countries and remigrant Polish children who come back to Poland from English speaking countries. In this study, parents, children and teachers are interviewed about their expectations and experiences in polish schools. The aim is to locate the problematic areas, understand the difficulties and contribute to the limited amount of research on immigrant and remigrant children in polish schools. This mixed-methods research obtained qualitative and quantitative data from 100 participants.

**Keywords:** Remigration, Migration, Immigrant Students, Foreign Students

**Anna Maria Rakowska**

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**Supporter, prompter, facilitator? In search of appropriate teacher roles for third-age students of English**

The issues concerning teaching English to third-age students are gaining a fundamental significance in language teaching methodology. With the sociological and demographic changes in Poland more and more persons of advanced age are enrolling for different language courses. This necessitates the re-evaluation of – among many others things – appropriate teaching methods, assumptions concerning the roles of the teacher and the student, the choice of appropriate teaching materials and need of research into the learning needs of the aged.

Our focus in the presentation is the characteristics of different teacher roles as they are discussed in available literature and their application for the work with third-age students of English in the Polish context. We will present the results of a questionnaire aimed at identifying the needs of the aged, as well as the difficulties that they face in the process of learning a foreign language. In doing so, our attempt will be at drawing conclusions concerning the roles of the teacher which third-age students of English identify as the most crucial ones.

The discussion will also touch upon the roles of students and self-image of the aged in the context of learning a foreign language. We believe that self-reported data of this nature may facilitate building appropriate and conducive learning environment, as well as further research into the methodology of teaching English to persons above the age of 50. Therefore, we will attempt to draw some general conclusions concerning different roles of the teacher and their utility in teaching English to this age group.

**Anna Salavirta**

University of Helsinki

**Early lexical development in a trilingual child: The case study of an infant from Finnish-Russian family**

Increasing number of intercultural families has stimulated the research of vocabulary in bilingual children. However, vocabulary growth in trilinguals remains in the background of child language research. The purpose of this research is to examine the characteristics of early lexical development in a trilingual child and identify lexical delay.

This study follows the development in a child from Helsinki (Finland) who acquires Finnish, Russian and English languages simultaneously. The subject is the first-born child from the family with academic background. Both parents have obtained master's degree. When the data collection began, the father's age was 33, while mother's age was 29. The father is Finnish, the mother is Russian. The language of their communication is English as lingua franca. Both parents used "one parent – one language" approach together with using English.

The data are part of longitudinal case study of the trilingual child's lexical development from 1 to 3 years, considering languages' interference in word formation, and the factors that influence this process. It consists of parental diaries reporting the child's expressive vocabulary growth between the ages of 1;0 to 1;11 years. The vocabulary size is measured in each of the three languages. By the age of 1;11 years, Finnish vocabulary consisted of 36 words, whereas Russian vocabulary contained 79 words, and English vocabulary reached 43 words. Compared to monolinguals, who attain 50-word level by the age of 22 months, delay has been observed in Finnish and English vocabulary development of the subject. Parental diaries demonstrate the dominance of Russian lexicon in the child's speech at the age before two. The reasons of this dominance lie in the considerable length of time that the child spent with the mother and within the Russian-speaking community.

**Giorgia Scribellito**

University of Warsaw

## **Beyond Difference: Interculturalism in the Fiction and Autobiography by Selected Caribbean American Female Authors**

In this thesis I try to answer a similar question to Homi K. Bhabha's *In the Location of Culture* (1994), namely, "How are subjects formed 'in between', or in excess of the sum of the 'parts' of difference (usually intoned as race/class/gender, etc.)?"<sup>1</sup>, focusing particularly on how Caribbean-American women have negotiated their identities in modern United States of America. My thesis, however, takes a very different direction from Homi K. Bhabha's in *The Location of Culture* (1994) and reaches different conclusions.<sup>1</sup> My conclusion is that we need to live in a more intercultural society.

My analysis is predominantly literary and therefore, I will make my argument by examining a number of selected books by Caribbean American women authors. The authors that I analyze are Audre Lorde, Jamaica Kincaid, Michelle Cliff, Edvige Danticat, Maryse Conde, Julia Alvarez and Raquel Cepeda. Books capture the changes that occur within a particular historical period and therefore, I believe that such analysis is very important.

The question that this study seeks to answer is even more specifically: What kind of American society, according to contemporary Caribbean women's literature, we would need to live in, in order to accommodate everyone's identity in the United States? The answer that this paper proposes, as we have mentioned, is that we would need to live in a much more intercultural society than we do live now because many people live at the borderland in terms of gender, politics, sexuality and personal life or have hybrid multilingual identities or because of human rights issues. This means that even though important, it is not enough to accommodate many different cultures within the same territory that live side by side but without interacting with one another, if not occasionally. There needs to be an actual interaction among these cultures with all its consequences, such as mixing and acquisition of different cultures and point of views.

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<sup>1</sup> The following words summarise Homi K. Bhabha's argument: "In the figure of the witness of a postcolonial modernity we have another wisdom: it comes from those who have seen the nightmare of racism and oppression in the banal daylight of the everyday. They represent an idea of action and agency more complex than either the nihilism of despair or the Utopia of progress. They speak of the reality of survival and negotiation that constitutes the moment of resistance, its sorrow and its salvation, but is rarely spoken in the heroism or the horrors of history" (1994, pag. 254-255).

**Aleksandra Serwotka**

Institute of Romance Languages and Translation Studies, University of Silesia in  
Katowice

### **Instances of Cross-Linguistic Influence in Third Language Learning: the Case of Polish, English and French**

The causes and effects of cross-linguistic influence (CLI; language transfer) have been the subject of intense debate among scholars, especially in the field of foreign language acquisition. Although extensive research has been carried out on the phenomenon in question, the application of the results on language learning/teaching practice remains a major challenge. This may be caused by the fact that specific language combinations require the use of particular, well-adapted teaching methods, taking into account a whole range of context- and learner-dependent factors.

The aim of the paper is to address various dimensions (sociological, neurobiological and psychological) of multilingualism, as well as to review the evidence for cross-linguistic influence in multilinguals, with a particular regard to the case of Polish native speakers learning French as their third language (after English) in the academic context. The results of a study conducted by the Author shall be addressed in order to demonstrate specific instances of grammatical impact of the second language (L2) on the third language (L3). The paper will also focus on proposed solutions to problems caused by language interference, referring to selected French verbal constructions, and introducing a series of interactive presentations and exercises created by the Author. The course is available on the University of Silesia's distance learning platform.

**Jean Mathieu Tsoumou**

Complutense University of Madrid, Spain

### **Analyzing CS in Facebook interaction amongst Congolese people**

Understood as the ability to select languages according to the interlocutor, the situation context and the topic of conversation, codeswitching (CS) has attracted the attention of scholars (Blom and Gumperz 1972; Zentilla 1997; Gumperz 1982a; Auer

1984; Appel & Mysken 1987; Meisel 1994). It has been approached from multiple standpoints; socio psychological, sociolinguistic, pragmatic, morphosyntactic, etc.

Previous research has mostly analyzed face-to-face interaction, but with social media being increasingly used every day, research has recently been interested in online interactions as well. However, hundreds of languages notably used in online communication remain under- investigated around the world, though the attention has spread to the study of well-established bilinguals who codeswitch from one language to another.

The present study intends to analyze languages involved in Facebook interaction in Congo. More specifically, and following Myers-Scotton's (1993, 2006) Markedness framework, this paper aims to answer two main questions: (i) how many languages are there involved in Cs in Facebook interaction among Congolese people? (ii) What is the relationship between Cs in Facebook updates and Cs in Facebook comments? To this end, a dataset consisting of 262 Facebook updates and 9330 Facebook comments were collected from October 2015 and July 2016. The results show that more than 4 languages are being used in Facebook interactions amongst Congolese people. These include French, Lingala. English, Kituba and a few other local minority languages.

**Keywords:** Codeswitching, Facebook, Online interaction, Language, Markedness Congo-Brazzaville.

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**L1, L2 and L3 in grammar explanations during a lesson of English:  
observation study**

In Polish education, the majority of learners who begin their education at a secondary school enter this stage with an experience of learning English for six years (three years at a primary school and three years at a lower secondary school). Most of them have also learned German for three years as their second foreign language at a lower secondary school. This information is confirmed by official statistical data for the year 2013 which show that English is the first foreign language as it was studied by 4.5 million of students in that year; whereas German occupies the position of the second foreign language as it was learned by 1.8 million of students in the same year (Pięś 2015). As a consequence, it may be assumed that at the age of 16 (the age of entering secondary education) learners dispose of considerable language awareness of their mother tongue and two foreign languages. Such knowledge may be effectively used by the teachers of English in constructing grammar explanations as the contrastive analysis may help learners realize similarities and differences between languages and lead them to apply the positive influences and neutralize the negative influences among the tongues (Tęcza 2011). This kind of action seems to be particularly useful as the research point to the need and usefulness of developing metalinguistic awareness. What is more, perceiving the similarities among languages increases the easiness of their learning (Otwinowska 2015). However, Otwinowska (2015:8) also adds that showing such similarities to learners demands adequate knowledge on the part of the teachers and they have to be convinced that it is worth passing it further. Therefore, learners' awareness development will depend on the development of their teachers' awareness.

The arguments presented above became the motivation for asking the following questions: to what extent do the teachers of English use their learners' language awareness of their learners? Do they refer to the mother tongue and first foreign language? Do they also draw learners' attention to the similarities and differences between the first and second foreign language? What is the opinion of English teachers concerning the use of L1, L2 and L3 in constructing English grammar explanations? What function and role do they ascribe to each language?

These questions became the point of focus of a doctoral thesis. Answers to them are searched for in a hybrid cross-sectional study by means of the following tools: observations of English lessons and questionnaire directed to the teachers of English.

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### **An investigation into the motivations of students learning Italian at university level**

Whilst much research around foreign language learning has focused on the reasons for lack of L2 motivation in students, comparatively few studies have sought to better understand the reasons for students' continued commitment to learning a foreign language. In the context of the UK, where there has been a notable decline in language learning at all levels for more than a decade, it seems particularly important to try and understand what factors motivate those students who do pursue advanced study in a foreign language. As such, this study sought to investigate the motivations of UK-based university students in opting to study Italian at degree level. The aim was to compare such motivations with students of other major European languages, hoping in the process to understand the perception of Italian's status as a European language. The study incorporated key theoretical measures of L2 motivation, including Gardner and Lambert's (1972) model of integrativeness, Noels et al's (2000) self-determination theory and Dornyei's (2005) ideal L2 self, so as to assess which model

might best explain students' motivations. It was found that desire for language proficiency had the greatest explanatory power for students' motivations, whilst integrative and intrinsic orientations and conceptions of their ideal L2 self were also key factors. There was clear evidence of cultural allure and the prosody of Italian driving motivation, as well as further evidence of strong instrumental orientations and of strong integrative orientations linked to students' heritage. The study concludes with a suggestion of future directions for study and the potential contribution of the present findings to language policy and practice in looking to address the language learning crisis in the UK in a post-Brexit environment.

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