

BOOK OF ABSTRACTS – ICFLA 2015

Plenary talks

Tammy Gregersen

The Positive-Broadening Power of a Focus on Well-Being in the Language Classroom

Antonio Damasio, famed neuroscientist/neurobiologist once said, “I continue to be fascinated by the fact that feelings are not just the shady side of reason but that they help us reach decisions as well” (2005). On another occasion, he stated, “Rather than being a luxury, emotions are a very intelligent way of driving an organism toward certain outcomes” (2001). That said, emotions are a critical dimension in language learning and teaching. They guide our decision-making and drive our outcomes. Attempting to teach a target language without considering learners’ emotional and psychological dimensions is like... One of the problems with our historical approach to emotions in language teaching and learning was that we tended to concentrate our efforts on eradicating negative emotions like language anxiety without considering how the whole array of positive emotions might be strategically used. We understand that language learners suffering negative emotions like anxiety tend to focus their attention on getting rid of the threat through avoiding interaction, engaging in negative self-talk, ruminating over poor performance, missing class, procrastinating on assignments, freezing up during speaking activities, forgetting previously learned material and other behaviors posing a detriment to learning. Negative emotion, therefore, have a narrowing effect (Fredrickson, 2002).

But what would happen if we strategically tapped into positive emotion? Fredrickson hypothesizes that positive emotions have a broadening effect on our momentary thought-action repertoires, discarding automatic responses and looking for creative, flexible and maybe even unpredictable new ways of thinking and acting. Hence, a pedagogical implication is that positive emotions may have an undoing effect on the residue of negative emotions. Fredrickson stated, “The psychological broadening sparked by one positive emotion can increase an individual’s receptiveness to subsequent pleasant or meaningful events, increasing the odds that the individual will find positive meaning in these subsequent events and experience additional positive emotions” (2000, p. 16).

In heeding Martin Seligman’s plea to “broaden the scope of positive psychology well beyond the smiley face” (2011), several of us in applied linguistics took up the gauntlet to examine and test the effects of positive psychology interventions in the language learning classroom. My presentation will bring together the results of numerous studies in which interventions were incorporated into pre-service language teacher training and language learning classrooms, and will provide the preliminary results of an instance of incorporating them into the treatment of a bilingual selectively mute child. These interventions include using music, pets, altruism, gratitude, laughter, and exercise, among others. I will conclude with ideas for other possible language classroom activities and a vision for future positive psychology research that continues to examine the efficacy of language classroom interventions.

Hanna Komorowska

In defence of difficulty: are 'negative' feelings really negative?

The culture of happiness tells us that we have the right, or even the obligation, to feel happy. In popular views promoted by mass-media lack of well-being tends to be associated with guilt, while difficulty is perceived as a sign of pitiable ineptness, a consequence of wrong choices or the lack of skill to make good use of affordances. The strong version of the happiness hypothesis states that well-being is an autotelic goal of human existence, the weak version treats it instrumentally as a means to achieve the desired objective. In both versions well-being is what we strive for, while unhappiness is what we want to avoid. To a considerable degree various branches of psychology- old and new - share this stance either working with deficits or investigating various forms of good life. Although positive psychology makes a difference between a pleasant and a meaningful life, language education shows a tendency to concentrate mainly on those aspects of positive psychology which might help to achieve a difficulty-free learning context. Especially teacher training shows signs of looking to the new branch of psychology for help to eliminate problems and achieve success linked to learners' high motivation and self-esteem levels. This hope leads to delegating full responsibility to students or to reassuring them that positive feelings are the only path to proficiency. Yet positive psychology has a lot more to offer. The paper looks at culture, literature and results of psychological and sociological research on manifold functions of negative feelings, seeking values in obstacles and analyzing various meanings of growth both in and through education.

Peter D. MacIntyre

Positive Psychology for SLA: Principles, Practice and Promise

It has been about 15 years since positive psychology (PP) was introduced as a subfield in psychology, and its growth has been impressive. PP also has important implications for studies in second language acquisition (SLA), with enormous potential to make future contributions in our field. PP is the empirical study of how people thrive and flourish; it is the study of the ordinary human strengths and virtues that make for a life well lived. In this presentation we will examine key principles that have served to differentiate PP from other branches of psychology and take a closer look at their application in SLA. In some ways this approach reflects a reinvigoration of humanistic approaches to language but with important differences that address prior criticism. The practice of language teaching stands to benefit a great deal from applications of PP. Studies are showing the value of actively considering the positive emotions, character strengths, and resilience of language learners and teachers. Whereas critics might suggest that the language teacher is not a psycho-therapist, and therefore should not be focussed on the psychology of the learner, better understanding the workings of everyday (positive) emotions will inform practice. Future theory and research in SLA stand to profit considerably as PP-inspired studies contribute to a more complete picture of the people who learn languages.

Sarah Mercer

To relate, to communicate, to appreciate: Empathy in language education

Empathy is about seeing and feeling the world from another person's point of view. It is concerned with how we relate to other people, communicate with each other and appreciate others and their perspectives as fellow human beings. It is increasingly being acknowledged as a core competence in contemporary society and is becoming the focus of much research in a range of disciplines concerned with the relational and social interconnectedness of the modern world. In this talk, I wish to make the case that empathy has a particularly crucial role to play in language education, given the centrality of relationships, social interaction, communication, and intercultural competence in language learning and use. I suggest that it is important for both teachers and learners to develop their empathic skills in order to work effectively with one another and become socio-culturally competent communicators within and beyond the classroom. I will begin the talk by exploring the characteristics of empathy and discussing its roots in positive psychology. I will then continue by exploring the various roles empathy has to play in language education considering in particular the social and affective dimensions of language learning, in-class group dynamics, as well as the skills underlying intercultural and communicative competence. I will conclude by offering some practical suggestions of how we can develop our own empathic skills as teachers and promote these competences in our learners and trainee teachers. Finally, I will outline a possible future research agenda for empathy in language education.

Rebecca L. Oxford

Positive Psychology and Language Learning: The EMPATHIC Vision

Rebecca L. Oxford presents her "EMPATHIC vision" as a way of heralding the arrival of positive psychology to the field of language learning. EMPATHIC is an acronym reflecting important psychological forces that hold significant promise for helping us better understand why some learners, compared with others, progress faster and develop greater proficiency. The letters in EMPATHIC stand for emotion and empathy; meaning and motivation; perseverance; agency and autonomy; time perspective; hardiness and habits of mind; innovation, imagination and identity; and creativity and context. Some of these themes have hardly been touched in language learning research. This presentation opens up positive, new vistas for language learning research. The EMPATHIC vision also leads to practical classroom implications.

Alison Phipps

Happiness and Haplessness: The Multilingual Subject as an (un)happy Being

"Ist Dir's trinken bitter? Werde wein" (R. M. Rilke)

Sara Ahmed (2010) in her profound and provocative study: *The Promise of Happiness* carefully excavates the role the 'duty to be happy' and the growing influence of positive psychology in many areas of life. This paper will review some of the key thinkers in the positive psychology movement and offer a critique of the fate of the multilingual subject from within their pages.

Drawing on and developing Ahmed's critique it will consider the figure of the multilingual subject as a hapless figure, a liminal entity, troubling the dynamics of settled linguistic orders. Furthermore, it will review the policy work which is at present in process in the UK, including My Language Matters the White Paper on multilingualism in looked-after children. By using selected artistic materials from the AHRC Researching Multilingually project, including music, poetry and film, and examining the place of positive psychology in the work of mediating and understanding conflict and trauma, this paper will provide a poetic interlude and some resources for 'queering' and 'en-stranging' the figure of the multilingual subject. The use of Brechtian techniques and critical pedagogy will highlight how elements of unsettling, of xenophobia, of Glossophobia may be addressed through the use of artistic methods in language research.

David Singleton and Simone E. Pfenninger

Giving the individual a voice – exploring learners' insights regarding age in relation to long-term instructional experience

On the basis of recent research findings that starting age (AO) is not a strong determinant of instructed foreign language (FL) learners' achievement and that age is intricately connected with social and psychological factors which shape the learner's overall approach to, and experience with, the FL (Moyer 2014; Muñoz 2011, 2014a; Muñoz & Singleton 2011), this study takes a participant-active approach by examining and comparing language data, motivation questionnaire data, and language experience essays that were collected from the same cohort of 200 Swiss learners of EFL at the beginning and at the end of secondary school. Our main goal in the paper is to focus on learners' ultimate levels of achievement and proficiency in light of Positive Psychology, i.e., we aim to (1) explain why some early and late FL learners are more successful than others in the long run (inspired by Muñoz' 2014b work); (2) trace the development of attitudes towards multiple FL learning as students climb up the educational ladder; and (3) capture learners' reflections on early vs. late introduction of several FLs.

Since one of the reasons that Positive Psychology topics might be especially relevant to SLA relates to "the methodological diversity already present in the field" (MacIntyre and Mercer 2014: 165), we aim to combine large-scale quantitative methods that account for both participant and item variability with individual-level qualitative data. Multilevel analyses are performed to investigate to what extent late starters' long-term achievement in instructional settings matches the supposedly advantaged performance of early starters and to analyse how motivation factors into this. In order to put the learners' actual attainment in context, qualitative analyses of language experience essays allow us to gather insights into early and late starters' experience with multiple FL learning over the course of secondary school and to capture the multi-faceted complexity of the role played by starting age.

We will thus focus not only on L2 motivation and learners' beliefs as individual difference variables but on particular students who are engaged in language learning, with all the micro-diversity and macro-diversity they bring.

MacIntyre, P, & Mercer, S. (2014). Introducing positive psychology to SLA. *Studies in Second Language*

Learning and Teaching, 4(2), 153-172.

Moyer, A. (2013). Foreign accent. The phenomenon of non-native speech. Cambridge: CUP.

Muñoz, C. (2011). Is input more significant than starting age in foreign language acquisition? *International Review of Applied Linguistics*, 49, 113-133.

Muñoz, C. (2014a). Contrasting effects of starting age and input on the oral performance of foreign language learners. *Applied Linguistics*, 35, 463-482. doi:10.1093/applin/amu024.

Muñoz, C. (2014b). Starting age and other influential factors: Insights from learner interviews. Special Issue, David Singleton (Ed.), "Age and More", *Studies in Second Language Learning and Teaching*, 465-484.

Muñoz, C., & Singleton, D. (2011). A critical review of age-related research on L2 ultimate attainment. *Language Teaching*, 44(1), 1-35. doi:10.1017/S0261444810000327.

Presentations

Faheem Akbar

TEFL teachers' opinion about teaching English vocabulary to non-native learners

Vocabulary knowledge is an essential component of language and that must not be totally ignored in teaching foreign language. This study will compare teachers' beliefs about vocabulary teaching and prevalence methods which are prescribed for foreign language learning – in the light of those beliefs the research would find out what should be added in vocabulary teaching syllabi. In order to collect the data EFL teachers will be the participants of this research, they will be questioned through designed questionnaire based on Likert's five scales. This research aims to analyse EFL teachers' opinions about current vocabulary teaching method and further recommendation to develop instructions.

Yildiz Akhmedova

Films as a tool to enhance listening comprehension in ESL classes

In this study, movies are an approach that is used as a teaching tool for studying listening comprehension. Films are such valuable and rich resources for teaching present colloquial English in real life contexts rather than artificial situations and the opportunity of being exposed to different native speaker voices, slang, reduced speeches, stress, accents and dialects King (2002). Ur (1984) had been mentioned as relevant listening material. Film is a medium in which students are able to concentrate on verbal, contextual and nonverbal information while watching. This will help stimulate them to develop listening skills and achieve comprehension. Moving pictures have a grammar and discourse all their own which we need to decode if we are to understand the meanings that they contain. Film attracts students through the power it has to tell a story. Those numerous pictures supported by the sound track and explanation what pictures mean convey a great identification and description of the going on process. «Although listening has been a relatively neglected skill in terms of research and how it is introduced to language learners, it is now beginning to receive more attention. In the past few years we have seen the publication of several major texts, both practical and theoretical, specifically dealing with listening skills» assert Mendelson and Rubin 1995; Nunan and Miller 1995; Buck 2000; Rost 2002; Flowerdew and Miller, in press. The question of how to help learners develop effective listening skills brings attention to the methods we use and the type of materials we introduce our learners to. The aim of all listening lessons should be to allow learners a greater degree of independence when confronted with listening to the foreign language in a real world context, and that means using authentic texts. Authentic texts are any spoken texts which have not been specially prepared for language learners, and they are often delivered via technologies like radio, television/video, and the Internet or CD-ROM. The purpose of the following paper is to investigate to what extent Second Language Learners in Kazakhstan enhance listening skills through films and what are their attitudes towards this teaching tool. A total of 18 participants were tested in their listening abilities through pretest and posttest. A questionnaire was administered to students at the end of the teaching to check their attitudes towards using films. Finally interviews were used to elicit student's positive and negative opinions towards the

technique. Students state that not only listening skills can be improved by the help of films but vocabulary comprehension too. The majority agrees with that films provide much new vocabulary as slang what is necessary to be aware of, idioms, and correct pronunciation. Most of the English movies have some English phrases or idioms as dialogue, the best part is that you come to know how to use that particular Idiom or phrase and in which context.

References

- King, J.2002."Motivating learning through multimedia film projects". Unpublished paper. Request at jane@mail.scu.edu.tw.
- Ur, P. (1984). Teaching listening comprehension. Cambridge: Cambridge University Press
- Rubin, J. (1994) " A review of second language listening comprehension research". The Modern Language Journal 78(2), 199-221.
- Nunan, D. (1997). Listening in Language Learning, The language Teacher Online. [Article Online], from <http://jalt-publications.org/tlt/files/97/sep/nunan.html>
- Rost, M. (1991). Listening in Action Activities for developing listening in language teaching.

Ali S. Alghonaim

Saudi University Students' Perceptions and Attitudes towards Communicative and Non-Communicative Activities and Their Relationship to Foreign Language Anxiety

The present study investigates the views of fifty two English-major students regarding the communicative and non-communicative activities in the EFL classroom. Furthermore, the study also seeks to determine the kinds of communicative and non-communicative activities in the EFL classroom that provoke the students' anxiety. Using multi-method, data were collected by means of a questionnaire and semi-structured interview. Quantitative data were supported by the qualitative data to provide more reliable results. The results suggest that, countries like Saudi Arabia need to modernize and update their EFL teaching methods, which means making changes that will take students' previous educational habits into consideration. It is obvious, from the study, that students in non-English speaking countries make better use of communicative language teaching (CLT) if communicative activities and non-communicative activities are combined in English classrooms. In other words, aligning the communicative approach with traditional teaching structures is beneficial for EFL students. Findings also suggest that oral activities which require student to make a speech in front of students were seen as most anxiety provoking to the learners, whereas group-oriented activities increased the possibility of producing less anxiety.

Shynar Baigozha

Teaching Greek – Latin elements for a better comprehension of vocabulary in context

The research conducted at Suleyman Demirel University, Kaskelen, Almaty, Kazakhstan is about teaching Greek-Latin elements in comprehension of vocabulary in context. As vocabulary forms the biggest part of the

meaning of any language and it is the biggest problem for most learners described by Professor Michael McCarthy ("Interview", 2001, cited in Fan, 2003), and it results in further effective and efficient English Language learning procedure. One way to help students enlarge their vocabulary while they learn English Language is guessing strategy. However, learners lack the knowledge of inferring the meaning from the context. The current paper presents the ideas that one of the main goals of learning the language itself is heading for excellence in understanding the context and developing vocabulary knowledge. The purpose of this paper is to assist learners in enhancing their vocabulary so that they are able to guess the meaning of unknown words from the context by learning Greek-Latin elements. The study presents qualitative approach. The practical part shows the strategies and principles of working with experiment and control groups to have understanding that is more precise in effectiveness of suggested strategy. The data instruments involved taking pre and posttests, interviews, questionnaires from both teachers and students.

Katarzyna Bańka

Do the tones matter? Chinese spoken language acquisition

The specificity of tonal languages goes beyond regular understanding of Indo-European languages. In order to learn languages such as Chinese, one has to understand its outstanding difference as opposed to our Indo-European mother tongues. However, some Chinese scholars seem to put the least attention to the issue of the appropriate tone production; however others are very strict about their verification. Thus the aim of this article is to answer a question whether the tones in languages such as Chinese matter in order to perform an act of communication or not.

At first, a brief introduction to Chinese tonal system will be introduced, followed by a set of examples of each tone in question. Later on, the analysis of day-to-day conversations between Chinese and non native speakers will be researched with a careful analysis of the meaning of given phrases.

Finally, a set of tips on how to teach, analyze and correct the tonal production among beginner students will be introduced.

Reference:

Chao, Y. R. (1968). *A Grammar of Spoken Chinese*. Berkeley & Los Angeles: University of California Press.

Liao, Rong-rong. 1994. *Pitch contour formation in Mandarin Chinese: A Study of Tone and Intonation*. Ohio State University, doctoral dissertation.

Shen, Xiao-nan; Lin, Mao-can. 2002. *Concept of tone in Mandarin revisited: A perceptual study on tonal coarticulation*. *Language Sciences*, vol. 13, no.3-4.

Ingrid Bello-Rodzeń

Students' Linguistic Biographies in L3 Instruction

Linguistic biographies are "a unique means of gaining first person insights into the processes of

language learning, attrition, and shift” (Pavlenko, 2008). In the field of Third Language Acquisition (TLA), particularly, such insights represent an opportunity for learners to recall experiences and position themselves as multilinguals, and for teachers and researchers to “hear” various language learning stories expressed in a personal narrative. From that perspective, this presentation will focus on the analysis of some linguistic biographies collected as part of a classroom assignment in a SL3 (Spanish as L3) course at the University of Silesia. Following the “qualitative content analysis method” proposed by Mayring (2014), as well as the recommendations for systematic analysis of bi- and multilinguals’ narratives given by Pavlenko (2007, 2008), I will talk about the data-gathering process and I will share the results of the individual and group examination of the linguistic biographies. In doing so, I attempt to shed light on the potential contributions of learners’ existing linguistic knowledge and awareness of language-learning experiences to L3 teaching and TLA. This analysis constitutes a first exploratory task in an ongoing doctoral research project and therefore issues for further consideration will be suggested.

References:

- Mayring, P., 2014 “Qualitative Content Analysis. Theoretical Foundation, Basic Procedures and Software Solution.” Social Science Open Access Repository. Web. 21 Jan 2015. [<http://nbn-resolving.de/urn:nbn:de:0168-ssaoar-395173>].
- Pavlenko, A., 2007. “Autobiographic Narratives as Data in Applied Linguistics.” *Applied Linguistics* 28.2 (2007): 163–188. Web. 24 Jan 2015. doi:10.1093/applin/amm008.
- Pavlenko, A., 2008. “Narrative Analysis.” *The Blackwell Guide to Research Methods in Bilingualism and Multilingualism*. Eds. Li Wei & Melissa G. Moyer., pp. 311-325. Malden, MA: Blackwell.

Kirk Belnap, Matthew Bird, Dan Dewey, Harrison Richards, Patrick Steffen, Krysta Whiting ***Project perseverance, study abroad, and stress: Biofeedback training, blood pressure monitoring, and survey results***

Many language learners experience intense negative emotions at times, resulting in challenges to their very identity, especially in intensive study abroad contexts (Pellegrino Aveni 2005). A good deal of recent research points to the need for interventions to assist students to better engage and thrive during their in-country experience (Trentman 2012; Vande Berg, Connor-Linton, and Paige 2009). Project Perseverance (PP) is about empowering students to become highly effective self-regulating life-long language learners. After three years of coaching and observation, we found that the level of stress experienced by some students indicated that we should investigate the effectiveness of including biofeedback training in order to assist students to recognize and deal with anxiety arising from culture and linguistic shock (Rifkin 2005), and possibly other factors. This paper reports on the experience of working with 34 American students who spent a semester of intensive Arabic study in Jordan in 2014. We report on measures including: oral proficiency gains; blood pressure measurements taken while students were interviewed by a tester they did not know prior to leaving for Jordan; responses over time to the Foreign Language Enjoyment and Foreign Language Classroom Anxiety survey employed by Dewaele and MacIntyre (2014).

Joanna Bielska

Positive psychology in the foreign language classroom: Positive education every teacher should try

In recent decades school education has increasingly been about accomplishment, achievement and getting a head start in the competitive reality of adulthood. Probably the most frequent key word in both teachers' and parents' talk is "success", and the major role of foreign language skills in becoming successful is widely acknowledged, putting young people under a lot of pressure. Positive education offers a different perspective: it is defined as an education for both traditional achievement skills and for happiness and general well-being (Seligman et al. 2009). The prevalence of mental health problems among adolescents makes both psychologists and educators ask the question whether the skills of well-being can and should be taught. As Seligman et al. (2009: 294) state, "more well-being is synergistic with better learning", as positive mood produces broader attention, more creative and more holistic thinking.

This paper contains a report on preliminary data gathered during an ongoing longitudinal action research study whose aim is to incorporate elements of a positive psychology programme in foreign language teaching at the lower secondary school level. As part of their regular English language instruction a group of thirteen upper intermediate level first graders tackled numerous integrated skill tasks revolving around the topic of individual and collective well-being. Example topics of debates, discussions as well as written assignments included the following: "What gives life meaning and purpose?", "Do you remember a day when you were of value to others?", "How can you measure the happiness of an entire nation?", "What went well yesterday?" "Have you ever learnt anything positive from a personal failure?", etc. Additionally, as part of so called "Friday Talks", the students were given an opportunity to present to the whole class the results of their autonomous work on anything of their choice. The effects of the positive psychology programme on students' engagement and achievement were recorded in the participant observation teacher journal, subjected to qualitative analysis, and presented in this paper.

Anna Maria Brzostyńska

Positive and negative feelings about the roles of foreign language teachers

The main difference between the foreign language teacher and the teacher of other subject is that the first one teaches both the code and the content. This characteristic feature of teaching causes the conflict of roles. The aim of this session is to present the nature of this conflict, the reasons and the results of it.

The first part of the presentation focuses on theoretical aspects of foreign language teachers' roles, the conflict of these roles and the reflective teaching, as the source of information about one's own role conflict.

The second part of the presentation analyses the research study focused on the conflict of roles which appears during each lesson. The research study is based on observation of three teachers. It contains an example of an observation sheet, the description of processes during a particular lesson, and the presentation of study results. Furthermore, it discusses the implications, benefits, challenges, and solutions of role conflict using various types of the reflective teaching.

Bihua Chen

The Relationships between Speaking and Personality, Positivity, and Learning Strategies: A Correlational Study

Non-language factors, such as age, attitude, and motivation, have been proved to have effects on the success of second language learning. To add empirical support to the studies of non-language factors in second language learning and teaching, the present study examines the correlations between EFL students' oral English and their personality, positivity, and their learning strategies. A total of 120 students participated in this study, which included an oral English test, a pronunciation test, and a survey. The collected data--the scores of the tests and the answers to the survey--were then analyzed with the software SPSS. Results show that whereas moderate positive correlations are found between their oral English scores and their state of being happy throughout the semester and personality, the correlations between their oral English scores and their various learning strategies are almost negligible. Although one might assume that some popular learning strategies, such as watching English movies and TV shows repeatedly and reading aloud, can greatly help EFL learners improve their oral English and pronunciation, as what some English learning websites claim, the correlations between those strategies and learners' scores in the study are surprising weak ($r < 0.1$).

Halina Chodkiewicz

Emotion and cognition in text processing: investigating situational interest of EFL intermediate students performing reading tasks

Interest, undoubtedly, plays a critical role in reading comprehension and learning, as well as in developing foreign language literacy skills. This presentation will focus on the so-called situational interest, that is a psychological state of a reader arising in the reading process. We will report an exploratory study in progress whose aim is to analyze sources of students' interest involved in reading different types of texts. 31 secondary school EFL learners, participants of the study, are expected to read 12 texts, accompanied by a range of text-based activities, including two comprehension tests (sentence completion and true/false statements). The students' situational interest, conceptualized as dependent on such sources as text cohesion, prior knowledge, engagement, ease of recollection, emotiveness and perceived situational interest is assessed by means of the questionnaire developed by Brantmeier (2006). As situational interest has been found to be closely related to the type of discourse texts represent this study aims at investigating the relationship between the types of texts read by the students (narrative vs. informational ones), comprehension scores and the students' ratings of the items referring to the sources of interest generated while reading. Implications of the study findings for EFL instruction will be indicated.

Brantmeier, C. (2006). Toward a multicomponent model of interest and L2 reading: Sources of interest, perceived situational interest, and comprehension. *Reading in a Foreign Language*, 18(2), 89-115.

Andrea Dallas

Teaching Personal Responsibility to Enhance Learning in an English-medium University Context in the Middle East

The application of personal responsibility (PR) in the educational context involves teaching students self-directed ownership of learning where “individuals assume ownership for their thoughts and actions” (Brockett and Heimstra 1991; Stockdale & Borkcett 2011); the application of this concept fits well within individualistic societies. Arab societies, however, are based on principles of collectivism, where cultural cohesion is more valued than individual expression (Feghali 1997; Klein & Kuperman 2008). In the United Arab Emirates, students are typically educated in non-western Arabic-medium primary and secondary schools, but attend western English-medium universities. Adjustment to English-medium instruction can be one of the most challenging obstacles that these students face. In communication courses, in particular, students have difficulty coping with language demands, which sometimes leads them to rely on classmates with stronger abilities in English to complete assignments. Instead of viewing such a strategy as counter-productive to the learning process, these students blame external factors as an explanation of the behavior. This situation led to the creation of a face-to-face workshop geared toward incoming freshman focused on the concept of PR. The workshop was designed to emphasize the idea that when an individual takes PR, the resulting consequences produce feelings of well-being related to an increase in positivity, self-image and self-confidence. In turn, this outcome can reduce transition-related challenges and improve learning and academic performance. In this talk, the strengths and weaknesses of this workshop will be discussed, and the results of a three-week-long reflection exercise by the students who participated in the workshop will be presented. Future research and issues with workshop design will also be discussed.

References

- Brockett, R. G., & Hiemstra, R. (1991). *Self-Direction in Adult Learning: Perspectives on Theory, Research, and Practice*. Routledge Series on Theory and Practice of Adult Education in North America. Routledge, Chapman and Hall, Inc., 29 West 35th Street, New York, NY 10001.
- Feghali, E. (1997). Arab cultural communication patterns. *International Journal of Intercultural Relations*, 21, 345-78.
- Klein, A.A. and G. Kuperman (2008). Through an Arab cultural lens. *Military Review*, 88(3),100-105.
- Stockdale, S. L., & Brockett, R. G. (2011). Development of the PRO-SDLS: A measure of self-direction in learning based on the personal responsibility orientation model. *Adult Education Quarterly*, 61(2), 161-180.

Marek Derenowski

The influence of teacher's anxiety reducing strategies on decreasing foreign language anxiety among mature students of the Third Age University

Adult learners may have many anxieties about learning and returning to an educational environment, especially after a long period of time. They come to the classroom with an unprecedented amount of

experience. However, we need to be also aware that the same students are full of anxieties, which if not handled correctly, may hinder their learning process. The sources of these fears may differ, ranging from the prior educational experience to an extended absence from any educational environment. Adult learners just returning to school may have substantially higher anxiety about school than younger students. To help remove these potential barriers, teachers need to understand how their teaching decisions affect adults' anxieties. Therefore, the study included in the presentation focuses on the observable behaviors of foreign language teachers leading to the reduction of stress during classes conducted among a group of over fifty year old language learners who returned to school after decades of absence in any educational environment. Furthermore, potential sources of anxiety and learners' ways of overcoming stress are being described .

Jean-Marc Dewaele and Peter D. MacIntyre

Do Girls Have All The Fun? Anxiety and Enjoyment In The Foreign Language Classroom

The present study focuses on gender differences in Foreign Language Enjoyment (FLE) and Foreign Language Classroom Anxiety (FLCA) among 1746 FL learners (1287 females, 449 males) from around the world. We used 21 items Likert scale ratings reflecting various aspects of FLE (Dewaele & MacIntyre, 2014a, to appear), and 8 items extracted from the FLCAS (Horwitz et al., 1986). An open question on FLE also provided us with narrative data. Previous research on the database, relying on an average measure of FLE and FLCA (Dewaele & MacIntyre, 2014) and four dimensions extracted via a principal component analysis (Dewaele & MacIntyre, to appear), revealed significant gender differences. The present study looks at gender differences in FLE and FLCA at item level.

Independent t-tests revealed that female participants reported having significantly more fun in the FL class where they felt that they were learning interesting things, and they were prouder than male peers of their FL performance. However, female participants also experienced significantly more (non-debilitating) FLCA: they worried significantly more than male peers about their mistakes and were less confident in using the FL. Our female participants thus reported experiencing both more positive and more mild negative emotions in the FL classroom. We argue that this heightened emotionality benefits the acquisition and use of the FL.

References

- Dewaele, J.-M., & MacIntyre, P.D. (2014). The two faces of Janus? Anxiety and enjoyment in the foreign language classroom. *Studies in Second Language Learning and Teaching*, 4, 237-274.
- Dewaele, J.-M., & MacIntyre, P.D. (to appear). Foreign Language Enjoyment and Foreign Language Classroom Anxiety: The right and left foot of the language learner.
- Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign language classroom anxiety. *The Modern Language Journal*, 70, 125-132.

Iwona Dronia

Experiencing negative emotions while teaching. Teaching roles and styles as potential Face-threatening behaviours

According to Trigwell (2011:609) “emotion is ubiquitous, not only being the part of students’ learning, but also being felt by teachers during their teaching”. Negative emotions are very important not only for the students wishing to improve their language competence, but they are also vital for teachers. Experiencing Face-loss in the classroom or lecture theatre may have a tremendous and long-lasting impact on the individual. These adverse conditions may determine the teachers’ overall well-being, dampen their enthusiasm, contribute to stress and even lead to burn-out. As various studies indicate (e.g. Sutton and Wheatley, 2003 in Trigwell, 2011), negative emotions in teachers mainly result from anger, frustration, anxiety and sadness. The aim of this presentation though is to demonstrate a visible correspondence between the type of teaching role and a teaching style one adopts and its imminent negative emotions taking the form of Face-threatening outcomes. The intention of the author is also to present the results of a research conducted among academic teachers of English in order to show which teaching roles and preferred tendencies exhibited while teaching are likely to trigger negative emotions in educators.

Małgorzata Foryś

Staying positive in a content-driven language classroom: Exploring tertiary students' attitudes to CLIL, ESP and general English courses

Anxiety and enjoyment are two opposing forces that coexist in a foreign language classroom (cf. Dewaele & MacIntyre, 2014). They trigger a repertoire of affective and cognitive responses, from resentment and cognitive demobilization, on the one hand, to the optimal experience of 'flow' (adequate challenge, interest, focus and control) on the other (e.g. Csikszentmihalyi, 1990). Such mixed affectivity is more pronounced in more challenging learning environments: in CLIL (Content and Language Integrated Learning) and ESP (English for Specific Purposes) classes. Although content-driven language courses are assumed to boost motivation and joy of learning (cf. Coyle, Hood & Marsh, 2010), studies into emotionality in CLIL and ESP reveal alarming signs of negative affectivity that may be experienced by learners (e.g. Hellekjaer & Wilkinson, 2001; Otwinowska, 2013).

Therefore, the purpose of the present study was to investigate an array of feelings and attitudes experienced by tertiary students of content-based courses (CLIL: psychology and ESP: business English) and see how those differ from the experiences reported by the students of standard courses in general English. To that end, three groups of students matched for age and English proficiency were administered a set of questions concerning their intrinsic and extrinsic motivation, perceived value of the course, anxiety, self-perceived language aptitude. The scales used were based on Schmidt and Watanabe (2001). To further investigate positive and negative affect, the study employed Intellectual Helplessness Scale (Şedik, 1995) and a survey on flow-related experiences based on Egbert (2003). The preliminary results show that CLIL and ESP students rate higher the general value of their language courses than their counterparts attending standard English classes. Moreover, CLIL and ESP students more frequently experience flow-related states

during classroom activities. Interestingly, the groups from content-based and general courses did not differ significantly in terms of their anxiety, helplessness levels or extrinsic motivation.

Candy Fresacher

Optimism and positive psychology in the classroom

Positive psychology shows how important it is to be an optimist and generally positive about life. Many studies have been done in the last 20 years to confirm that a better attitude about life is likely to make you more productive and even live longer. Within our classrooms we can also improve the atmosphere by ensuring an optimistic and positive attitude in ourselves and promoting it in our students.

In this workshop you will find out how much of an optimist you are, what to do to improve your optimism and positive influences on life and how to help students form more optimistic and positive views which can help them learn better, be more satisfied with life and more successful.

Danuta Gabryś-Barker

Caring and sharing in the foreign language class: on a positive classroom climate

Caring and sharing in the foreign language class is the title of Gertrude Moskowitz's book (1978), one of the first publications evoking the principles of humanistic psychology in foreign language teaching and learning. It is a foreign language practice textbook demonstrating how positive psychology built on humanistic principles can be effectively used by language instructors in enhancing not only learners' foreign language development but also their personal and (in particular) affective growth and well-being.

This paper looks at the role the FL classroom's climate plays in fostering foreign language learning, personal development and the well-being of teachers and learners. The introductory part begins with a discussion of the concept of classroom climate (atmosphere) and continues with an overview of a selection of studies on (positive) classroom atmosphere. The empirical part reports on a study conducted among pre-service EFL teachers. The main research focus of the study is on diagnosing trainees' awareness of the indicators of positive classroom climate and their understanding of teacher's and learners' contribution to it. The discussion elaborates on the trainees' perceptions of significance of classroom climate for the well-being of teachers and learners. The implications of the findings demonstrate possible ways of enhancing classroom climate through creating mutually-agreed-upon forms of classroom codes of conduct between the teacher and the learners. These would be grounded in positive psychology assumptions about personal well-being. The data collected is based on (auto) biographical narratives of pre-service teachers of English..

References

Moskowitz, G., 1978. Caring and sharing in the foreign language class. Newbury, Mass.: Newbury House Publishing

Elena Gallo

"I want to be happy as a teacher". How Emotions impact teacher professional development

The ability to become aware of and to manage one's own emotions has been documented as one of the characteristics of successful language learners (Wenden 2002; Oxford 2011; Naiman et al. 1978 among others). This argument is also valid for language teachers (Day & Gu 2010; Blömeke et al. 2013; Freeman 1996; 2013) as special type of learners (Hahn 2007) when pursuing professional development (PD). However, the role that affective factors play in the PD process has not been sufficiently investigated and the emotional work still remains a neglected, "untapped vein" (DiPardo & Potter 2003) in teachers' PD.

The presented data is based on an empirical, qualitative study, which proposes to look at language teachers as autonomous learning professionals. Open-ended questionnaires distributed before and after teacher workshops and follow-up semi-structured qualitative interviews were used to explore how ten university language teachers proceed in accomplishing their PD.

Four kinds of teacher goals emerged (instructional, occupational, developmental and affective-emotional), with critical consequences for the two professional teacher profiles that were identified. This presentation will focus on the crucial role that affective-emotional goals seem to play in the professional development process. It aims to emphasise the implications of these kinds of goals for teachers and to add new insights on the dynamic way in which teachers make sense of their professional development.

Bibliography (Partial)

- Blömeke, S., 2013. "Professionelle Kompetenzen im Studienverlauf." Professionelle Kompetenzen im Studienverlauf. Weitere Ergebnisse zur Deutsch-, Englisch- und Mathematiklehrer-ausbildung aus TEDS-LT. Blömeke, S. et al. 2013 (Eds.). Waxmann: Münster. pp. 7-24.
- Darling-Hammond et al. 2003. "Feelings count: Emotion and Learning". The Learning Classroom: Theory into Practice. Darling-Hammond et al. Stanford University School of Education. S. Burlington, VT: Annenberg Media.
- Day, C. & Q. Gu, 2010. The New Lives of Teachers, Routledge, London.
- DiPardo, A. & Potter, C. 2003. "Beyond cognition: A Vygotskian perspective on emotionality and teachers' professional lives." Vygotsky and the culture of education: Sociocultural theory and practice in the 21st century. Kozulin, A., et al. (Eds.) Cambridge, Cambridge University Press. pp. 317-45.
- Dörnyei. Z., et al. (Eds.). 2015. Motivational dynamics in language learning. Bristol: Multilingual Matters.
- Freeman, D., 1996. "The "unstudied problem": Research on teacher learning in language teaching " Teacher learning in language teaching. Freeman, D. and J. C. Richards, (Eds.) Cambridge [u.a.]: Cambridge Univ. Press. pp. 351-78.
- Freeman, D., 2013. "Teacher thinking, learning, and identity in the process of educational change" Innovation and Change in English Language Education Hyland, K. and L.C. Wong (Eds.). London ; New York : Routledge, Taylor & Francis Group. pp. 123-136.
- Hahn, A., 2007. Learning and teaching processes. Teachers' learning and teaching strategies for tense and aspect. Berlin ; München [u.a.]: Langenscheidt.
- Naiman, N., et al., 1978. The Good Language Learner. Toronto: Ontario Institute for Studies in Education.

Oxford, R. L., 2011. Teaching and researching language learning strategies. Harlow UK, Longman.
Wenden, A. L., 2002. "Learner Development in Language Learning." Applied Linguistics 23.1: pp. 32-55.

Dagmara Gałajda

I think [positively] therefore I am. On the relationship between positive academic self-concept and effective teamwork in group facilitation

It is strongly believed that people learn more eagerly and more effectively in groups with positive dynamics (Hadfield 1992, Dörnyei and Murphey 2003, Forsyth 2009), which in turn depends, to a great extent, on group members themselves. Therefore, it can be claimed that positive self-concept of individual learners and harmonious group relations are regarded as one of the principles of creating successful language classroom (Haynes 2012). In order to generate and sustain a welcoming atmosphere the learners not only have to build and maintain good relationships but they also need to believe in their abilities, feel good and enthusiastic about themselves, other students and the teacher, accept setbacks, focus on possibilities rather than limitations, etc. (Retter 2005). Thus, the proper understanding of group facilitation is reflected in both teamwork training and positive self-concept development.

The presentation focuses on the relationship between the notion of self-concept as a dynamic system influenced by both internal and external factors (Mercer 2011) and effective teamwork as the integral components of successful group facilitation.

Dörnyei, Z. and Murphey, T. (2003) Group Dynamics in the Language Classroom. Cambridge: Cambridge University Press.

Forsyth, D. R. (2009) Group Dynamics. Wadsworth: Cengage Learning.

Hadfield, J. (1992) Classroom Dynamics. Oxford: Oxford University Press.

Haynes, N. M. (2012) Group Dynamics: Basics and Pragmatics for Practitioners. Lanham Maryland: University Press of America.

Mercer, S. (2011) Towards an Understanding of Language Learner Self-Concept. London: Springer.

Retter, H. (2005) Komunikacja codzienna w pedagogice, trans. M. Wojdak-Piątkowska. Gdańsk:Gdańskie Wydawnictwo Psychologiczne.

Alicja Gałazka

Empathetic teaching through drama - how to bridge the learning differences in ELT

The presentation will explore the psychological theories of personality profiles which are the key to run fully engaging and motivating classes for students. Teaching should start with understanding how the learners learn and act to be effective. The presentation will help the participants to learn how to begin the lesson having the learner in mind, how to read the educational audience, understand different modalities, explore and learn the students secrets of educational inclusion to make teaching empathetic and inclusive. The rules of empathetic teaching which make different students motivated will be presented. Drama is a powerful

method of teaching which incorporates the principles and makes learning very personal, holistic and creative. Effective learning must be emotional. Emotion drives consciousness, consciousness drives attention, and attention drives learning and long-term memory and it all begins with innate sense of self and no matter what you teach without referring to emotions the effect will be very poor. Drama makes things “real” and provides the spark or drive that keeps us interested and willing to keep trying. Drama is a kind of hope and thrill that gives joy to education and leaves students filled with a desire to grow, develop and improve.

Xin Gao

Study on the Acquisition of Russian Declarative Intonation (IK-1) by Chinese-Speaking Learners

The Declarative Intonation of Russian is one of the earliest and most confusing intonation by Chinese-speaking Learners. According to the currently accepted Russian intonation theory, the declarative intonation consists of even intonation before intonation center, falling intonation in intonation center and even intonation with lower pitch after intonation center. Influenced by mother tongue and the declarative intonation pattern in other language (especially in English), the acquisition of this intonation by Chinese-speaking learners may encounter obstacles.

In this issue, we compare the intonation pattern of native Russian speakers, advanced Chinese-speaking learners and the Chinese-speaking beginners, by means of experimental phonetics. The informants are invited to the speech laboratory to read sentences of two feet and five feet in declarative intonation. The acoustic cues are analyzed by software Praat.

We believe that the gender, the language level of the informants and the number of the foot are of interest to the deviation:

- The gender has an effect on the intonation deviation. The key of female formants are higher than that of male informants. Female informants have more multiform deviation of the intonation pattern.

- The language level is a significant parameter to the deviation value of the declarative intonation pattern. The variance value of Chinese-speaking informants from the pitch value of native Russian speakers is correlated with the Russian language value generally. But this influence is so complicated that deserves a more specific analysis.

- The number of the foot exist a correlation with the intonation deviation. It is more difficult to maintain the intonation pattern when the sentences are composed of many feet. Therefore, there is more deviation in the sentences with more feet.

With the help of experimental phonetics method, we study how the parameters influence the acquisition of Russian declarative intonation by Chinese-speaking learners. The research method helps to illustrate directly and vividly the difference on the intonation pattern of informants with different gender and different level of the second language, which contributes to a precise grasp at the intonation, the point in pronunciation teaching of Russian.

Christina Gkonou

Positive psychology and language anxiety

SLA research has primarily centred on negative emotions, with language anxiety (LA) being the most widely studied psychological construct (cf. Horwitz, 2010). However, this does not necessarily mean that anxious students do not experience positive emotions in the L2 classroom.

This presentation will shed light on the links between LA and positive psychology by sharing data from a diary study and an interview follow-up with thirteen highly anxious Greek EFL learners studying in private language schools.

The findings showed that Greek EFL learners experienced positive emotions and low LA with respect to those skills or activities for which their self-perceived competence was high. Positive attitudes towards skills, in particular towards writing in EFL, were also linked to low levels of LA. Additionally, students reported experiencing feelings of happiness and resiliency and being less anxious when they felt genuinely engaged in language tasks and were intrinsically motivated to learn.

In the light of these findings, the following implications will be discussed: implementing teaching strategies that will grow enjoyment of EFL learning, and boosting students' self-esteem through external incentives such as praise and interest which would help learners build strengths against LA and negative emotions.

References

Horwitz, E. K. (2010). Foreign and second language anxiety. *Language Teaching*, 43(2), 154-167.

Monika Grotek

The best experiences in learning a foreign language in late adulthood

Learning a foreign language in late adulthood, in comparison to the process taking place in earlier periods of life, is often considered by the learner to be an undertaking that requires a constant struggle with difficulties related to the perceived deterioration of cognitive abilities. On the other hand, the number of those who in late adulthood decide to return to foreign language learning or to start the process from the very beginning is constantly growing, which suggests the existence of strong motivational factors drawing senior citizens to foreign language classrooms. Bearing in mind the apparent decrease of extrinsic or instrumental vocational and functional motivation - typical of adult EFL learners - and treating language learning as a preventative measure against dementia and social isolation – the leading motivators in late adulthood - the sheer pleasure derived from learning a new skill requiring interaction in a supportive community appears to be the main positive factor that makes people continue studying a foreign language in U3A.

In the presented research approximately 150 Polish U3A learners of English attending courses at levels from beginner to upper-intermediate were asked to write a narrative in which they described the best things they had experienced while attending an English language course at U3A. The main aim of the study

was to detect and classify factors that make learning a foreign language in late adulthood enjoyable, rewarding and allowing the learners to thrive intellectually, personally and socially and thus to experience the best in life.

Beata Grymska

New conceptualizations of language aptitude – the potential of working memory

The first part of the presentation includes the description of the research on language aptitude with reference to three main periods:

1. Language aptitude in the early 20th century
2. The Golden Period of scientific language aptitude testing
3. Language aptitude in the 21st century.

The beginning of language aptitude testing is associated with 'prognostic tests' which were prepared between 1925 and 1930 and used in further decades.

The presentation also focuses on the Golden Period, which constitutes the second wave of aptitude test development, emphasizing the role of J. B. Carroll and S. Sapon and, on the other hand, by P. Pimsleur. As a consequence, two aptitude batteries are discussed: The Modern Language Aptitude Test (the MLAT, Carroll and Sapon, 1959) and The Pimsleur Language Aptitude Battery (the PLAB, 1966). Language aptitude tests are a significant element of positive psychology which concentrates on emphasizing students' strengths. Furthermore, the contrastive analysis of elements of language aptitude proposed by Carroll (1981) and Skehan (1989) is presented.

The third period of language aptitude that developed in the 21st century, called "Post – Carroll Period" is discussed as well. So far, most of the work done on language aptitude has focused on continuation of Carroll's work. Because of this, the second part of the presentation will focus on the newest and original research and findings of working memory (WM) as an important component of language aptitude construct proposed by Skehan (1989) and then, by Skehan and Zen (2011) on the basis of Carroll's framing. As Miyake and Friedman (1998) claim working memory can capture the essence of all the three components of the language aptitude: language analytic capacity, memory ability and phonemic coding ability.

The presentation proposes incorporating WM as a component of language aptitude. Its concluding part reflects upon the summary of the key theoretical issues and empirical evidence which support the role of WM in different aspects of L2 learning, e.g. reading, listening, etc. It also looks at WM as language aptitude component that is the subject of promising research which the author would like to conduct in her PhD thesis in the nearest future.

References:

- Carroll, J. B., Sapon, S. 1959, Modern Language Aptitude Test, New York, The Psychological Corporation
Pimsleur, P. 1966. The Pimsleur Language Aptitude Battery. New York, Harcourt Brace Jovanovich
Carroll, J. B. 1981. Twenty-five years of research on foreign language aptitude In: K. C. Diller (Ed.) Individual

- Differences and Universals in Language Learning Aptitude, Rowley, MA.: Newbury House
- Skehan, P. 1989. *A cognitive Approach to Language Learning*, Oxford University Press
- Skehan, P., Zen, W. 2011. *A new Perspective on Foreign Language Aptitude Research: Building and Supporting a Case for "Working Memory as Language Aptitude"*
- Miyake, A., Friedman, D. 1998. *Individual Differences in Second Language Proficiency: Working Memory as Language Aptitude* In: A. F. Healy, L. E. Bourne (Eds.) *Foreign Language Learning: Psycholinguistic Studies on training and retention*, Mahwah, NJ: Lawrence Erlbaum Associates

Ewa Guz and Małgorzata Tetiurka

Positive emotions and learner engagement: insights from an early FL classroom

In their comprehensive review of recent studies into early L2 acquisition and foreign language learning, Nikolov and Djigunovic (2006) see positive learner attitudes towards language and language learning as one of the three major pillars of effective early FL practice along with teacher qualifications and age-appropriate curricular content. In fact, the need to promote such attitudes towards other languages as well as cultures is explicitly laid out in the EU language legislation as one of the major arguments in favour of the early start policy (Commission of the European

Communities, 2003). Recent research into the role of positive affect in learning (Bolitho et al., 2003; Frederickson, 2001, 2003; Reschly et al., 2008; Schernoff, 2013) suggests that positive attitudes and emotional involvement engage learners cognitively by enhancing what Fredrickson (2003: 335) refers to as 'broadened thinking', which fosters the learner's readiness for language input (Gregersen and MacIntyre, 2012). Basing on the premise that positive emotions are conducive to engagement and language learning, this paper looks at behavioural engagement as a window into the emotional state of a child. Here, behavioural engagement is defined as the external, observable and action-oriented behaviour (Appleton et al., 2008; Fredericks et al., 2004) indicative of positive emotions such as enjoyment, enthusiasm, optimism, curiosity and interest (Skinner and Belmont, 1993) and the effort invested in the participation in classroom activities. The analysis is based on video recordings of 45 lessons conducted by trainee teachers and their scripts. The data include teacher and learner verbal and non-verbal contributions to classroom interaction. The main goal of the study is to identify those teacher behaviours and instructional practices which promote concentration, commitment, interest in and enthusiasm for classroom tasks, as well as learner response to classroom interaction. Our findings and possible implications for classroom practice as well as teacher training are presented and discussed.

References

- Appleton, J., Christenson, S. and M. Furlong (2008) Student engagement with school: critical, conceptual and methodological issues of the construct. *Psychology in the Schools*, 45(5), 369–386.
- Bolitho, R., Carter, R., Hughes, R., Ivanič, R., Masuhara, H., and B. Tomlinson (2003) Ten questions about language awareness. *ELT Journal*, 57(3), 251–259.

- Commission of the European Communities (2003) Promoting language learning and linguistic diversity: An action plan 2004–2006. Retrieved February, 27 from http://www.saaic.sk/eu-label/doc/2004-06_en.pdf.
- Fredericks, A., Blumenfeld, P. and A. Paris (2004) School engagement: potential of the concept, state of the evidence. *Review of Educational Research*, 74(1), 59–109.
- Fredrickson, B. L. (2001) The role of positive emotions in positive psychology: The broaden and build theory of positive emotions. *American Psychologist*, 56(3), 218–226.
- Fredrickson, B. L. (2003). The value of positive emotions. *American Scientist*, 91(4), 330–335.
- Gregersen, T. and P. MacIntyre (2012) Emotions that facilitate language learning: The positive- broadening power of the imagination. *SLLT* 2(2), 193–213.
- Nikolov, M., and J. M. Djigunovic (2006) Recent research on age, second language acquisition, and early foreign language learning. *Annual Review of Applied Linguistics*, 26, 234-260.
- Reschly, A. L., Huebner, E. S., Appleton, J. J., and S. Antaramian (2008) Engagement as flourishing: the contribution of positive emotions and coping to adolescents' engagement at school and with learning. *Psychology in the Schools*, 45 (5), 419–431.
- Schernoff, D. (2013) *Optimal Learning Environments to Promote Student Engagement*. New York: Springer.
- Skinner, E. A. and M.J. Belmont (1993) Motivation in the classroom: Reciprocal effects of teacher behaviour and student engagement across the school year. *Journal of Educational Psychology*, 85(4), 571–581.

Mary Hatakka

An Online Learning Workshop to Assist Arab Students in an English-medium Higher Education Institute with Transition from School to College

The nature of students' attitudes and motivation has a strong impact on their ability to adjust to learning environments, and the current paper describes an online learning experience developed to improve first year Arab students' sense of responsibility towards studies in higher education (HE) in an English-medium higher education institute (HEI). Critics of online learning point out that "assessing students' preconditions and cultural prerequisites is often more challenging in an online context" (Anderson, 2008, p. 48). However, the instructors involved in the current study have an understanding of the students' prior education and cultural background. In fact, it was the contrast between the individualistic culture of Western instructors and the collective culture of Arab students which gave rise to the need to focus on the students' sense of personal responsibility. The learning experience was originally offered as a face-to-face workshop with written follow up tasks, but the students' unfocused behavior in the workshop and poor participation in the follow up tasks led the workshop providers to develop an online learning entity instead. This is because studies have shown that students participating in online learning are predominantly more successful than those involved in face-to-face learning (Means, Toyama, Murphy, Bakia, & Jones, 2009). Moreover, according to Garrison (2003), for online learning to be effective, students are required to have good written communication skills. This makes online learning specifically advantageous for non-native speaker students studying in an English-

medium environment. In addition, the asynchronous nature of online learning, which is seen as one of the main advantages of online learning, “calls on learners to be self-directed and to take responsibility for their learning” (Garrison, 2003, p. 5).

Martin Hinton

Varieties of Pronunciation: Perception and Performance

This paper presents a study into how the perception of different English accents influences the willingness of learners to assume that accent as their own and asks how that connection may impact on the learners ultimate level of English pronunciation. The ultimate aim is to show whether positive feelings towards the perception of one variety of English may result in enhanced performance in that variety.

This study follows on from the author's previous work measuring reactions to various foreign languages and comparing them to the ability to mimic that language and a range of affective and motivational factors. In this latest project, 30 Polish students of English were exposed to a variety of native English accents and asked to record their feelings and impressions about each of them. The participants then performed both listening exercises and tasks attempting to reproduce the given accents as accurately as possible. They also completed a questionnaire assessing affective factors such as language learning anxiety and attitudes towards pronunciation.

The presentation concludes with a discussion of the correspondences between the three sets of factors: perception, performance and affect, and finally makes suggestions as to how the results may be of use to language teachers in the classroom.

HON, Sunyu

The Positive Psychology Presented by Motivational Strategies to L2 Learners of Chinese as a Second Language

Motivation is one of the key factors of affecting positive psychology in second language learning. During the long term and boring language learning process, motivation is the vital emotional factor sustaining the learners' enthusiasm, ensuring enthusiasm the language learning enthusiastic, keeping the learners high energy and commitment, deciding whether the learners would succeed or not. The L2 Motivational Strategies from all angles include teacher-oriented L2 Motivational teaching Strategies and learner-oriented Motivational Learning Strategies.

This research paper, from its study of target control strategies, metacognitive control strategies, satiation control strategies, emotional control strategies and environmental control strategies through the use of questionnaire surveys and interviews, determined the challenges learners face in their pursuit of motivation strategies and explored specific strategies and measures that can lastingly raise learning motivation levels.

All L2 learners have intense of learning motivation, because the individual differences of learner, learner has difficulty on environmental control strategy, target control strategy, especially in the affective strategies difficulties. Learner is in effect strategies on value strategy, interest in control strategies and metacognitive strategy.

Through the questionnaire, major founding that apply of self-motivation strategy in descending order: value strategy, interest control strategy, metacognitive control strategy, target control, environmental control strategies, emotion controlling strategies. Self-motivation of L2 language learning strategies, the valued factors: able to communicate in Chinese language and able to understand Chinese characters is the major influential aspects.

Comprehensive interview and questionnaire's founds, the L2 learner able to communicate directly with other people in Chinese language as a communication tool at work or in daily life use, is the major factors of learning language to maintain long-term value strategy and interest control strategy, because the value of strategy and interest control strategy to maintain, even in self-motivation Chinese language learning strategies have a significant effect.

L2 Language Learners has diversifications of individual learner differences. Scholar and teacher will able to understand and tailor made appropriate goal, at the same time for inspiring, maintain and stimulate the motivation of learning strategies and approaches.

Małgorzata Jedynak

FL learning as a therapeutic tool for the blind and partially sighted

Positive emotions constitute a cornerstone of a visually impaired (VI) person's success, not only in language learning but in all aspects of human life. A VI learner brings to an L2 classroom a wide and complex range of emotions. Unlike his fully sighted counterparts, he is more likely to experience negative emotions as a consequence of vision deficit or its loss. Research into psychological factors and visual impairment provide inconsistent data on VI learners, which indicates a great heterogeneity among VI students due to their diverse previous experiences, support network, or a type of vision loss (progressive vs immediate). Consequently, implementation of the 'one-fits-all' approach by FL teachers in this group of students would be unfeasible.

In a FL classroom one may come across VI learners with negative self-concept and low self-esteem, who tend to be low achievers, maximise the negative focusing on their limitations in L2 learning, make unrealistic comparisons, set unrealistic goals, over-generalise their inabilities, and overuse 'should' statements. Yet, there are also VI learners successful in FL learning who contradict this description.

The presentation discusses how FL learning can be enriched with the elements of psycho-education program and in this way become an effective therapeutic tool which not only enhances VI students' positive emotions and minimises the negative ones but also contributes to VI learners' better FL attainments.

Grażyna Kiliańska-Przybyło

Positive psychology and intercultural encounters – where is the link?

The aim of the paper is to discuss how much positive psychology is needed for intercultural encounters and find the correlation between the two.

Positive psychology is defined as the study of the conditions and processes that contribute to the flourishing or optimal functioning of people, groups, and institutions (Gable 2005: 103). Intercultural encounters are dependent on certain individual predispositions, which in turn may either enhance or hinder the processes of adaptation and adjustment. Matsumoto et al. (2005) enumerate emotion regulation, openness and flexibility as features necessary to deal with the intercultural encounters successfully. The problem under investigation concerns empathy, behavioral flexibility, curiosity and openness and their impact on intercultural interaction. The paper also aims at identifying the proportion of positive and negative emotions that Polish students experience during their intercultural encounters. This in turn, would allow to examine the impact positive emotions have on the individual's coping strategies activated during intercultural encounters (cf. Frederickson 2001).

References:

- Frederickson, B. 2001. The role of positive emotions in positive psychology: The broaden-and-build theory of positive emotions. *American Psychologist*, Vol 56(3), Mar 2001, 218- 226.
- Gable, S.L. 2005. What (and Why) Is Positive Psychology? *Review of General Psychology* 2005, Vol. 9, No. 2, 103– 110.
- Matsumoto, D., Leroux, J. and Yoo, S.H. 2005. Emotions and Intercultural Communication. Electronic document http://www.kwansei.ac.jp/s_sociology/attached/5288_44277_ref.pdf, retrieved 10 march 2012

Sylwia Kossakowska-Pisarek

Pedagogical implications of positive psychology: positive emotions and human strengths in vocabulary strategy training

The paper discusses advantages of strategy training from the point of view of positive psychology. This branch of psychology focuses on the qualities that strengthen, build and foster people. Thus, the aims of strategy training are in compliance with this approach. Moreover, many researchers claim that better control over the process of learning leads to positive emotions. Zimmermann (Zimmermann et al., 2009:42) emphasizes that “one of the greatest strengths of self-regulatory approaches to academic skill development is that they provide students with the opportunities to see how activities under their control can bring them rewarding feelings”. The paper presents the results of the research concerning satiation and metacognitive control problems among students of Law at the University of Warsaw (n=266) in the context of positive psychology.

Zimmerman, B. J., Bonner, S. and Kovach, R. (2009). *Developing Self-Regulated Learners. Beyond*

Achievement to Self-Efficacy. American Psychological Association: Washington D.C.

Monika Kusiak-Pisowacka

Test for the best: How to implement the principles of positive psychology in evaluation

All participants of formal education would undoubtedly admit that evaluation can be a source of stress and anxiety for both teachers and learners. Thus, exploring the question how to make it a positive experience seems a worthwhile task. The presentation focuses on evaluating foreign language reading comprehension skills. It seeks to develop the concept of “positiveness” in relation to evaluating this language skill in a FL classroom. It discusses the most common testing techniques, such as the multiple choice questions and open-ended questions. It also examines less traditional techniques, i.e. think-aloud protocols, interviews and conferencing with students. The presentation looks at the validity, reliability, practicality and authenticity of the techniques. It also puts forward a crucial question: in what way these techniques can “bring out the best” in both those who are evaluated and those who evaluate, thereby making an evaluation situation a fruitful constructive learning/teaching event. The talk is illustrated with the examples taken from the presenter’s own teaching practice as well as her research.

Richard LaBontee

Vocabulary Learning Strategies in Swedish Second Language Learning

As part of a series of smaller projects concerning Language Learning Strategies (LLS) in the realm of vocabulary learning in Swedish Second Language (SSL) Learning, this study seeks to explore and redefine strategies employed by adult learners of Swedish as a second language in vocabulary learning through a bottom-up investigation of learners, leading to the subsequent construction of a strategy model for the context. The design of a new context-specific model of SSL vocabulary learning strategies (VLS) is accomplished through a three-step data collection and analysis process in the spirit of research performed by the likes of Gu & Johnson (1996) and Rebecca Oxford (1990).

Step one will gather raw qualitative data on what strategies adult SSL learners report using (or not using) in their SSL methods. Step two will utilize this data in the design of a comprehensive questionnaire which will be mass-distributed throughout SSL programs inside of Swedish higher education institutions in order to produce quantitative results from an instrument based on qualitative data. The data received in step two will be analyzed with a factor analysis approach to reveal statistically grounded groupings, or categories, of SSL VLS, which will serve as a basis for the development of a VLS model in the SSL context. This model will be used in further studies to base the design and development of SSL context-based VLS tools from in attempts to determine the actual effectiveness of certain vocabulary learning methods in computer-assisted language learning. Conclusions can be made concerning the implications of this model in the fields of vocabulary learning, language learning strategies, and pedagogy in Swedish second language learning and teaching.

Iwona Lech and Serafima Gettys

Usage-Based Instruction - An Innovative Approach to Teaching Oral Communication

Foreign Language education in the U.S. faces its difficult time. The enrollments in foreign language classes are lower and lower, the programs are shutting down. With the global power of English, foreign language learning is often perceived as unimportant and unpopular. Students who take a foreign language class in high school or college are often disappointed in the difficulty and bored with meaningless drills in grammar and studying lists of disconnected vocabulary, and soon they give up never even experiencing the joy of speaking in another language.

A small midwestern university developed a method to change the state of affairs at least in one small program, engage students in foreign languages and make them fall in love with learning them. The approach, called Usage-Based Instruction or UBI, is based on cognitive perspectives on SLA emphasizing the communication and meaningfulness of all activities in class. Students are taught to speak the language rather than being introduced to language concepts and rules, the activities are based on their particular examples, and a community of learners is being created. Students speak easily, fluently, and confidently from the very beginning and often express their enjoyment and high level of engagement while the word difficulty does not even cross their minds.

This presentation will introduce how UBI is being used in Lewis University classes, what is its content and assessment as well as how students perceive this approach.

Agnieszka Leńko-Szymańska

Measures of lexical richness in the assignment of levels to learner corpus data

Learner corpora have become an important source of data in research on second language acquisition. However, they suffer from a notorious problem related to a precise description of proficiency levels of collected samples. Due to practical constraints, proficiency has mostly been operationalized in electronic interlanguage databases by means of learners' institutional status. This method of level assignment has aroused a considerable controversy. It seems rather unrealistic to assume that students in different institutions, particularly in different educational systems, will be at the same levels of proficiency and will be stratified into years, levels or grades in the same way. Moreover, even within one institution students of the same status can show a great variability in terms of their advancement. Thus, there is clearly a need for a gauge of language proficiency which will be objective and reliable and which will allow for unambiguous assignment of learners and their output into meaningful and relevant advancement levels.

This paper postulates the assignment of proficiency levels to learner corpus texts based on the analysis of their lexical content. The study explores the application of measures of lexical variation and lexical sophistication for the allocation of proficiency bands to learner production samples.

The 120 essays analysed in this study were rated on the CEFR scale (Common European Framework of

Reference, Council of Europe 2001) by three raters. In addition, two indices were calculated for each essay: D - value (Richards and Malvern 1997), as a measure of lexical variation, and Lexical Frequency Profile (Laufer and Nation 1995), as a measure of lexical sophistication. Finally, the two indices were correlated with rater-assigned levels with the help of Goodman and Kruskal's gamma.

The results indicate that the automatic indices of lexical variation and sophistication appear to be promising instruments for the assignment of proficiency levels to learner corpus texts. Yet, this investigation constitutes but the first step in the empirical explorations of the validity, reliability and practicality of these measures for distributing EFL texts to relevant CEFR proficiency bands.

Justyna Leśniewska and Ewa Witalisz

Chunk-based vs. rule-based article use in L2 English

Due to their non-existence in Polish, articles constitute a well-documented problem for Polish learners of English, a problem further compounded by the complicated nature of the rules governing article use in English, which encompass a number of structural, semantic, and pragmatic criteria related to the expression of referentiality, countability and specificity.

While the correct use of articles by learners of L2 English is traditionally seen as the result of the eventual mastery of the rules of grammar, it stands to reason that it may also be – at least to some extent – collocational in nature, i.e., it may be aided by the storage/retrieval of prefabricated/conventionalized language. Recently there has been a lot of interest in the role played in L2 acquisition and use by units larger than individual words. There is a growing recognition of the interconnectedness of syntax and vocabulary, and of the fact that the patterning of lexis in language use to a large extent follows what Sinclair calls the “idiom principle”: the retrieval of prefabricated patterns from memory, rather than the “open-choice principle,” according to which lexical elements can be combined according to syntactic restrictions.

The aim of this study was to find out if correct article use is indeed aided by the idiom principle. We assumed that word combinations with a higher the frequency of co-occurrence in large corpora are more likely to be known as chunks. On the basis of this assumption, we used a test (administered to 120 Polish learners of English as a foreign language) which elicits article use in pairs of contexts which are comparable as to the grammatical rule which governs the use of the article, but differ in terms of the frequency of co-occurrence of the constituent words. The results throw some light on the learners' emergent command of grammatical rules as compared to their growing sensitivity to the frequency of linguistic forms in the input.

Agnieszka Lijewska and Bartosz Brzoza

Spoken-word recognition of problematic vowel contrasts in Polish-English bilingual speakers: An eye-tracking study

Spoken-word recognition in L2 is a highly dynamic process, marked with a powerful activation of similar L1 forms (Weber and Cutler 2004). Because of the cross-linguistic interference, Polish learners of English frequently confuse English /æ/ with vowels closer to /e/ and/or /ɪ/ (cf. Rojczyk 2011). To investigate how phonetic training affects speech recognition in Polish-English bilinguals (before and after phonetic training), 2

eye-tracking visual world paradigm studies were conducted (cf. Heuttig et al. 2011). In the experiments we compared the processing of confusable vowel contrasts (/æ/ vs. /e/ and /ʌ/) with the non-confusable vowel contrasts (/b/ vs. /ɪ/ or /i:/). In each experiment, we monitored participants' eye movements when they saw sets of 4 pictures and clicked on one of them. The critical sets consisted of 1 target picture whose name had the critical phoneme /æ/ or /b/ (e.g. backpack, bottle), 1 competitor – a picture whose name overlapped with the target on the initial CVC sequence but with a changed critical vowel (e.g. /ʌ/ in bucket, /i:/ in beetle) and 2 unrelated pictures. By comparing the proportion of fixations on all pictures we tracked the dynamics of spoken-word recognition of problematic contrasts in bilingual speakers before and after phonetic training.

References:

- Huettig, Falk, Joost Rommers and Antje S. Meyer. 2011. "Using the visual world paradigm to study language processing: A review and critical evaluation", *Acta Psychologica* 137: 151-171.
- Rojczyk, A. 2011. "Overreliance on duration in nonnative vowel production and perception: The within lax vowel category contrast" in: Magdalena Wrembel, Małgorzata Kul, Katarzyna Dziubalska-Kolaczyk (eds.) *Achievements and Perspectives in SLA of Speech: New Sounds 2010, Volume II*. Frankfurt am Main: Peter Lang.
- Weber, Andrea and Anne Cutler. 2004. "Lexical competition in non-native spoken-word recognition", *Journal of Memory and Language* 50: 1-25.

Agnieszka Lijewska and Robertus de Louw

What can the cognate facilitation effect show us about the structure of the trilingual mental lexicon?

Bilinguals typically recognize cognates (words sharing form and meaning across languages) faster than language specific control words (cognate facilitation effect; Dijkstra et al. 2010). To date, only a few studies have looked into the cognate processing patterns in trilingual participants (Lemhoefer, Dijkstra, & Michel, 2004; Szubko-Sitarek, 2011, 2014; Poarch & van Hell, 2012; Lijewska & Chmiel, 2015). The present study aimed to investigate processing patterns of L1-L3 cognates (i.e. shared between the native language and the second foreign language) and L2-L3 cognates (i.e. shared across two foreign languages) in a group of trilingual speakers. A group of Polish learners of English as L2 and Dutch as L3 performed a lexical decision task with L1-L3 and L2-L3 cognates and matched control words. The majority of the participants acquired their L3 via L1. Such a design enabled us to look into the possible influences of L2 status and/or learning experience on cross-language connections in the trilingual mental lexicon. Preliminary results reveal cognate facilitation effect for both types of cognates but L3-L2 cognates show stronger facilitation than L3-L1 ones. These results will be discussed in the light of the current hypotheses and models concerning lexical processing and cross-language connections in the mental lexicon of trilingual speakers.

Muhammad Arfan Lodhi

Relationship of Emotional Intelligence and ESL Learning at Graduate level

Learners are very different regarding how successful they are in learning a second language. Linguists acknowledge that some individuals learn a second language quite easily while others with more difficulty. There are so many factors contribute to second language learning including motivation, interest, self confidence and personality etc. The study encompasses one of the most important factors that accounts for the success in language learning i.e. degree of intelligence (IQ and EQ) that individuals possess. The phenomenon IQ (Intelligence Quotient) is regarded as the “mental intelligence” whereas EQ (Emotional Quotient) is related as “heart intelligence” by many researchers and psychologists. Since 1990, when for the first time the term emotional intelligence was introduced, it has been used in a large number of fields including psychology, economics, defense strategies, education, management studies, linguistics and artificial intelligence. Goleman (1995) emphasizes the role of emotional intelligence in our lives and considered emotional intelligence being the strongest indicator of human success. The research design is descriptive in nature where data has been collected and analyzed quantitatively as well as qualitatively.

This study has been planned to measure the Emotional Intelligence level (through EQ Inventory EQ-I) of the graduate level university students and match their academic records, classroom performance and scores in writing, reading, speaking and listening. The ongoing study predicted and verified second language learning success from emotional intelligence variables, depending on the existing status of students' EQ (Emotional Quotient), operational ways to develop EQ in them and the positive / negative impact of EQ traits on their ESL learning performance.

REFERENCES

Channer, P. & Hope, T. 2001, *Emotional Impact: Passionate Leaders and Corporate Transformation*, Palgrave, Basingstoke.

Dulewicz, S. & Higgs, M.J. 2000, 'Emotional Intelligence: a review an evaluation study', *Journal of Managerial Psychology*; 15 (4), pp. 341–368.

Bar-On, R. (1996). *The Emotional Quotient Inventory: A measure of emotional intelligence*. Toronto, ON: Multi health systems.

Binet, A. (1905). A propos la mesure de l'intelligence. *L'Annee Psychol.*, 2, pp. 411-465.

Darn, S. (2008). *Emotional intelligence and ELT*. TE editor

Gardner, H. (1983). *Frames of mind*. New York: Basic Books.

Gardner, H. (2006). *The development and education of mind: The selected works of Howard Gardner*. New

York: Routledge.

Goleman, D. 2000, 'Leadership that Gets Results', Harvard Business Review; March–April, pp. 78–91.

Goleman, D. 1998, Working with Emotional Intelligence, Bloomsbury, London.

Goleman, D. (1995). Emotional Intelligence. New York: Bantam.

Barbara Loranc-Paszylk

Students' perceptions of cross-cultural videoconferencing in university settings

The aim of the presentation is to discuss a project that involved a series of videoconferencing sessions organized as a result of international collaboration between two universities from different countries: Poland and Spain. The aims of the project were to create - as a part of EFL methodology classes - a collaborative learning environment within a culturally rich context where EFL teacher trainees studying at the Polish and the Spanish universities could engage in peer assessment process that included providing feedback on didactic materials developed by the participants from the partner university. The primary interest of the empirical part of the study is to take a qualitative approach and focus on the participants' reflections on valuable gains resulting from the collaboration as well as its positive aspects. The results lead to the conclusion that cross-cultural videoconferencing can be a very engaging experience, rich in positive emotions and even transformative.

Peter D. MacIntyre and László Vincze

Positive and negative emotions as predictors of L2-selves and L2 learning efforts in a bilingual setting

Based on the argumentation of MacIntyre and Gregersen (2012), the present paper provides an extension of the L2 motivational self-system (Dörnyei, 2009) by including positive and negative emotions (e.g. Fredrickson & Cohn, 2008) into the framework. More particularly, it is examined how positive and negative emotions related to learning German among Italian speakers in South-Tyrol (Italy) contributing to their L2-selves and L2 learning efforts. Questionnaire data was collected among secondary school students in Italian language secondary schools in Bozen/Bolzano. The material included measures such as L2 learning efforts, ideal and ought-to L2-selves (Dörnyei & Chan, 2013), and experience of positive and negative emotions when learning German (Fredrickson, Tugade, Waugh & Larkin, 2003). The conceptual model was analyzed by the means of the PROCESS macro to SPSS (Hayes, 2013). The results provided considerable support for the proposed model, highlighting the primacy of positive emotions in predicting L2 selves and L2 efforts, and in overall its significance in L2 learning. Findings and their implications are discussed.

References

- Dörnyei, Z. (2009). The L2 motivational self-system. In Z. Dörnyei & E. Ushioda (Eds.), *Motivation, language identity and the L2 self* (pp. 9-42). Bristol: Multilingual Matters.
- Dörnyei, Z., & Chan, L. (2013). Motivation and vision: An analysis of future L2 self images, sensory styles, and imagery capacity across two target languages. *Language Learning*, 63(3), 437-462.
- Fredrickson, B. L., & Cohn, M. A. (2008). Positive emotions. In M. Lewis, J. Haviland-Jones, & L. F. Barrett (Eds.), *Handbook of Emotions*, 3rd Edition (pp. 777-796). New York: Guilford Press.
- Fredrickson, B. L., Tugade, M. M., Waugh, C. E., & Larkin, G. R. (2003). What good are positive emotions in crises? A prospective study of resilience and emotions following the terrorist attacks on the United States on September 11th, 2001. *Journal of Personality and Social Psychology*, 84(2), 365-376.
- Hayes, A. F. (2013). *Introduction to mediation, moderation, and conditional process analysis: A regression-based approach*. New York: Guilford.
- MacIntyre, P. & Gregersen, T. (2012). Emotions that facilitate language learning: The positive-broadening power of the imagination. *Studies in Second Language Learning and Teaching*, 2, 193-213.

Beata Malczewska-Webb

International student mobility: What makes them happy?

According to the UNESCO, the number of students who studied at universities outside their home countries reached 4 million in 2012, which means it doubled in 12 years. The phenomenon of internationalisation and international student mobility has been at the centre of attention of researchers from many perspectives over the last decade. These perspectives examine the educational, administrative, and financial aspects of promoting the international student mobility and improving the students' experience in the process of educating 'the global citizen'. It is vital to understand the factors which influence students' choice of destination not just for the well-being of many educational institutions in Australia, but for many countries which attract or want to attract international students. The aim of this paper is to examine positive emotions and feelings students experience when they study and live in Australia. The paper is based on the quantitative and qualitative survey data collected over four years and extended to 1066 students from 58 countries. The paper explores factors which contribute to the experience of studying in another country such as prior educational experience, preparation for the outward student mobility, the role of home and host institutions and the new relationships students establish with their peers, lecturers or work friends. It is hoped that the research undertaken for this paper will contribute to developing a universal framework for positive experience of international student mobility.

Tamilla Mammadova

A Staged Assessment of EFL Teachers' Abilities to Use Innovative Language Teaching Approaches in the Class

There has been a recent interest in the question of evaluation in second language teaching (SLT). The

interest also evoked in the Post Soviet Union Countries as there was a great need to pass from the Soviet system of language teaching where the most predominant way of presenting the language was the grammar-translation method to Western orientated (Richards, 2010) methodology with the hegemony of a communicative approach to language teaching as well. However, due to some factors, many of the teachers do not want to adjust to the present day language teaching methodology which impedes the progress of language learning by EFL students.

Thus, the goal of this paper, on the one hand, is to investigate the best teacher evaluation method that can reveal English language teachers' abilities to adapt to modern teaching approaches under the conditions of innovative and progressive language teaching trends. On the other hand, it is extremely important to find out the general problems that prevent some of the teachers from using innovative ELT approaches and techniques.

Within the general area of teachers' assessment, twenty eight teachers from Azerbaijan University of Languages with the work experience of over fifteen years have been selected for a three-staged evaluation process that consisted of class management observation, teachers' self-evaluation, and evaluation of the selected teachers done by their students.

The analysis of the fulfilled assessment demonstrates that the best method of teachers' evaluation is class management observation, since both teachers' self-assessment questioning and a questionnaire completed by students seem to be subjective and often groundless. When it comes to the problems preventing the use of innovative approaches, the most outstanding reasons are inability of teachers to use technology, and their unwillingness to adapt to innovations, considering old methods to be the most prominent ones.

Cited references

- Anderson, Jane. 1998. "Managing and evaluating change: the case of teacher appraisal". In: Pauline Rea Dickins & Kevin P. Germaine (eds.) *Managing Evaluation and Innovation in Language Teaching, Building Bridges*, pp.159-187. London, New York: Longman
- Carroll, G.L. 1981, "Faculty Self-Evaluation" in Millman, J (ed.): *Handbook for Teacher Evaluation*, Sage Publication., Beverly Hills, London, pp.180-201
- Medgyes Péter, 1990. "Queries from a communicative teacher" In: Richard Rossner and Rod Bolitho (eds.), *Currents of Change in English Language Teaching*, Oxford University Press, pp.103-110
- Nolasco Rob & Arthur Lois, 1990 "You try doing it with a class of forty" In: Richard Rossner and Rod Bolitho (eds.), *Currents of Change in English Language Teaching*, Oxford University, pp.188-196
- Richards J.C. 2001. "[Exploring Teachers' Beliefs and the Processes of Change](#)" - PAC Journal, Vol 1, 41-64.
- Richards J.C. 2005. "Classroom Observation in Teaching Practice" -from Jack C Richards and Thomas Farrell: *Practice Teaching*. Cambridge University Press
- Silmani A. 1992. "Evaluation of classroom interaction", J. Charles Alderson & Alan Beretta (eds.), *Evaluating Second Language Education*, Cambridge, New York, port Chester, Melbourne, Sydney: Cambridge University Press, pp.197-222

Enikő Marton

Resources to promote the willingness to communicate in the L2 in bilingual settings (comparative data from Finland and Italy)

Building on the tenets of the pyramid model of willingness to communicate (MacIntyre, Clément, Dörnyei & Noels, 1998; MacIntyre, 2007), this paper addresses the role of socio-contextual variables (such as quality and quantity of contact, and ethnolinguistic vitality), attitudes and language learning motivations in willingness to communicate in a minority language among majority language speakers in two bilingual settings in Europe. The empirical data was collected among Finnish-speaking secondary school students in Southern Finland, who learn Swedish as a second language (N = 562); and Italian-speaking secondary school students in South Tyrol, Italy, who learn German as a second language (N = 315). The proposed model was examined with a path analysis by the means of Mplus. The results have provided ample support for the predictions. In addition, it was also shown that the socio-contextual variables were more important in the Finnish context than in South Tyrol. Findings and implications are discussed, and propositions for future research are made.

References

- MacIntyre, P. D., Clément, R., Dörnyei, Z., & Noels, K.A. (1998). Conceptualizing willingness to communicate in a L²: A situational model of L² confidence and affiliation. *Modern Language Journal*, 82, 545-562.
- MacIntyre, P. D. (2007). Willingness to communicate in the second language: Understanding the decision to speak as a volitional process. *The Modern Language Journal*, 91(4), 564–576.

Małgorzata Marzec-Stawiarska

Relating foreign language writing anxiety to individual and dyadic writing

Stress and nervousness connected with writing have been discussed in the literature under different terms: writer's block (e.g. Rose, 1980), writing anxiety (e.g. Cheng, 2002) and writing apprehension (e.g. Daly and Wilson, 1983). Analysing writing anxiety in a context of a foreign language (Foreign Language Writing Anxiety – FLWA) Cheng (2004) distinguished its four components: confidence in FL writing, motivation and attitude to FL learning, extracurricular effort to learn FL and achievement in FL writing. Deficiencies in these four areas have been found to raise the level of students' FLWA.

It might be assumed that one of the ways of alleviating FLWA may be engaging students into dyadic writing. In Mulligan and Garofalo's (2011) study there were some cases of students commenting that they feel less tense while writing with a partner. Therefore it seems worth investigating whether there is a correlation between dyadic writing in a foreign language and writing apprehension. The presentation reports on the study results in which a level of FLWA was measured while pair writing and contrasted with a FLWA level while individual writing of the same students. Subsequently, some students were interviewed in order to provide the researcher with more insightful data that could be used to interpret the results of the study.

Cheng, Y.-S. 2004. A measure of second language writing anxiety: Scale development and preliminary

- validation. *Journal of Second Language Writing* 13: 313–335.
- Daly, J. A. and D. A. Wilson. 1983. Writing apprehension, self-esteem and personality. *Research in the Teaching of English* 17: 327-34.
- Mulligan, C., Garofalo, R. 2011. A collaborative writing approach: Methodology and students assessment. *The Language Teacher* 35.3.
- Rose, M. 1984. *Writer's block: The cognitive dimension*. Carbondale: Southern Illinois University Press.

Margarita Meza, Jessica St. John, Ashley Beard, Elizabeth VanGorp, Jagoda Polchlopek
A Case Study on the Influence of Positive Psychology Interventions: An Insider Perspective

This presentation describes an insider's view of an innovative series of case studies that examine the experiences of five individual language learners to six different positive psychology interventions. The interventions occurred during semi-structured conversations of native English speaking participant-researchers with second language learner partners. The six activities drawn from positive psychology were designed to feature music, exercise, animals, laughter, gratitude, and altruism. Six 'control' sessions, reflecting typical L2 conversations, alternated with the intervention sessions. Pre- and Post- measures of affect over the 12 week program, along with learners' narratives, and researchers' notes were triangulated in each of the cases. This presentation will be delivered by the six participant-researchers who will give a detailed account of their unique insights into the individuals, conditions, and outcomes of the study, as only an insider's view can offer.

Anna Michońska-Stadnik

Foreign language learning from the perspective of individual well-being

Positive psychology is said "to address three topic areas: the workings of positive internal experiences such as emotions, positive individual characteristics such as traits associated with living well, and institutions that enable people to flourish" (MacIntyre and Mercer, 2014, p. 154). This paper will approach the second topic area. It may be predicted that learning and knowing a foreign language will contribute, in a number of ways, to individual's well-being. This approach seems to coincide with interpreting language as a life skill, represented mainly by Steve Taylore-Knowles and colleagues (2014) in their course book series. Learning a foreign language, apart from providing learners with necessary skills and abilities to successfully function in a target community, will also develop such useful life skills as assertiveness, logical thinking, developing memory and problem-solving abilities, negotiation abilities, planning and setting goals, and many others.

The aim of this paper is to present and discuss students' opinions on to what extent they believe their language learning process and the knowledge of language contributed to the development of selected life skills, which seem to be necessary for any individual to function successfully in the 21st century reality.

References:

- MacIntyre, P. D. & Mercer, S. (2014) Introducing positive psychology to SLA. *Studies in Second Language Learning and Teaching*, vol. 4, no. 2, pp. 153 – 172.

Rogers, M., Taylore-Knowles, J., Taylore-Knowles, S., (2014) Open Mind. Macmillan Education.

Zbigniew P. Możejko

Do emotions matter for grammatical instruction? On advanced learners' needs, evaluation and beliefs

While it is undeniable that emotions exert an effect on the shape any educational endeavour may take, including foreign language instruction, the question posed in the title is by no means trivial. This is so for the reason of the language domain (grammar) and the language learner (advanced adult). The present paper aims at examining to what extent (positive) emotions play a significant role in a university-level course on English grammar, devoted to discourse structure and discourse analysis. The paper will report findings collected from a group of 2nd year undergraduate students (ca. N=40) whose opinions on the grammatical instruction offered will tackle three areas: learner needs, their evaluation of the course and a set of held beliefs and attitudes relative the instruction of grammar. The results will then form basis for potential postulates regarding the shape of Practical English (PE) instruction at university level.

Ayana Namdakova

Language Transfer from Native into English by Multilingual Students

The present paper describes prosodic errors made English learners at a university level. It mainly focuses on prosodic transfer and its occurrences in the speech melody of university students, bilinguals of the Buryat and Russian languages, as contrasted to the comparative data of monolingual Russian speakers.

It is known that foreign languages learners subconsciously rely on their native language during target language production and unintentionally produce interlanguage forms that consist of either partially or completely of native language forms. It is interesting to reveal the nature of cross-linguistic influence when more than two languages come into contact.

During a number of experiments on prosodic interference of the Buryat and Russian languages being in contact with English we have found out that both the learner's native and non-native languages can be sources of influence on a foreign language. Furthermore, it is important to bear in mind that third language acquisition is a complex phenomenon affected by a large number of individual and contextual factors (Cenoz, 2003).

In addition, the results show that learners of English with a variety of linguistic backgrounds appear to make the same kind of errors, supporting the hypothesis that the common underlying language proficiency can transfer across languages, and implicating there can be universal patterns in acquiring the prosodic system of English.

This experiment's aim is to make teachers acknowledge students' errors due to language transfer that are needed to pay attention to.

Ahmad Nazari

Foreign Language Assessment: Laughter and Students' Performance

This paper looks at the results of research at a UK university exploring whether and how laughter might affect the performance of ab initio students of Spanish in their assessment. To date, the likely effects of laughter on language attainment in Higher Education or the outcome of the application of specific techniques to increase university students' language attainment by making them happier has not been adequately addressed in empirical studies. A post-test control and experimental group design is adopted here to look into the likely effects of laughter. The results of the study show that laughter affects positively the performance of the experimental group. It would seem that the use of laughter in this research offered a sense of psychological relief by creating a positive atmosphere and improved students' performance, in line with current thoughts on Positive Psychology (Seligman, 2003).

A version of this paper has already been published in the Journal of Vida Hispanica, as follows:

Hayes, J. and Nazari, A. (2011) Laughter and Students' Performance in the Assessment of Spanish as a Foreign Language: A Debilitative or Facilitative Tactic? Journal of Vida Hispanica, Vol: 44

Joanna Nijakowska

From research to practice: Informed choices and good practice in EFL teacher training on dyslexia (DysTEFL and DystEFL2 projects)

The paper addresses the area of initial EFL (English as a foreign language) teacher training and continuing professional development (CPD) with respect to applying the practices of inclusive education, in particular accommodating the needs of foreign language learners with dyslexia in EFL mainstream classrooms. It aims to illustrate the sequence of steps undertaken to improve the European EFL teacher training schemes so that dyslexic EFL learners' needs can be recognized and appropriately dealt with. This involved a chain of reflective circles in which voices from the classroom were researched and then research findings were brought back into the classroom to instigate changes in everyday practices.

Apparently, teachers' strengths with regard to dealing with dyslexia, defined as knowledge, skills and positive, encouraging attitude towards dyslexic learners, facilitate the teaching/learning processes, which seems to nicely follow the aims and scope of positive psychology. Based on the DysTEFL project (ELTons 2014 winner for Excellence in Course Innovation and European Language Label 2014 winner) experience, the paper aspires to show that good practices arise from continuous cooperation and communication between research and practice, where research findings inform the choices made in the EFL classroom and vice versa classroom realities trigger new studies.

Tucker Olson

Correcting Learners Without Shutting Them Down

This series of idiodynamic (MacIntyre & Legatto, 2011) case studies of small group interaction examines the

effect of four different types of oral corrective feedback (self, peer, explicit instruction and recasts) on the Willingness to Communicate (WTC) of five English language learners. Three Brazilians and two Japanese English for Academic Purposes learners in an intensive university program participated in a series of four videotaped conversations that were subsequently rated idiodynamically by each. Data demonstrated that while no significant changes in WTC could be attributed to either self-corrected or recast feedback, prompts for peer correction were adversely perceived while explicit correction and feedback from the native-speaking participant were actual stimulants for participants' WTC. The presentation concludes by highlighting additional factors that triggered the greatest spikes and dips in the idiodynamic self-ratings.

Katarzyna Ożańska-Ponikwia

Personality, Emotional Intelligence and L2 use in an immigrant context

MacIntyre et al. (1998) suggested that intergroup climate and personality are at the basis of the pyramid of L2 users' willingness to communicate. Therefore, it was acknowledged that an individual's personality profile could determine that individual's willingness to communicate in the foreign language. Some previous studies (Ożańska-Ponikwia, 2013; Ożańska-Ponikwia & Dewaele, 2012) confirmed that an immigrant's personality profile is significantly linked to L2 use and self-perceived proficiency in the L2. Previous findings suggested that Openness and Self-esteem are the personality traits that best predict the use and the development of English L2 by Polish immigrants living in the UK or Ireland. Even though the effect was significant, the effect size was rather small, with personality traits typically predicting around 7% of the variance (Ożańska-Ponikwia & Dewaele, 2012). The present study aimed to investigate the link between higher and lower order personality traits and frequency of L2 use by adding some other variables not directly connected with personality. Stepwise regression analysis revealed that frequent contact with L2, using L2 for emotional expression as well as Self-esteem, Stress-management and Emotional intelligence were best predictors of the L2 use among Polish immigrants in the researched sample and accounted for almost 60% of variance (Adjusted $R^2=.598$). The results of this study highlighted complexity of the relationship between higher and lower order personality traits and L2 use. Personality traits were shown to influence L2 use but only while combined with some other variables like frequent contact with L2, showed large effect size and turned out to be significant predictors of the frequency of L2 use in the immigrant context.

Adam Palka

Positivity of pain – its manifestations through language and image – a cognitive stance

The title of the paper harks back to Schopenhauerian 'der Positivität des Schmerzens', a formulation which, stripped of its broader philosophical context, reads to most of us paradoxical if not overtly contradictory. The folk (non-medical) perception of pain may be evaluatively negative, but there is still a plethora of pain conceptualisations which reveal that humans infrequently think about this phenomenon along more positive lines. Thus, pain is predominantly construed as an 'evil-doer'; however, this way of viewing pain does not preclude its more positive construals, both in medical and non-medical fields. 'Positivity of pain', then, is often explored within literary, anthropological, psychological, theological, social, therapeutic and utilitarian

realms, and, as Sussex puts it, “in its interdisciplinary span, pain language is a prototypical example of a problem of applied linguistics” (2009: 4). If this is the case, it is worthwhile to take a closer look at some verbal as well as verbo-pictorial manifestations of pain. The focus of the present study is specifically on the overarching metaphor +PAIN as ‘GOOD-DOER’+ (naturally contrasted with the previously hinted +PAIN as ‘EVIL-DOER’+), which can be further broken into more specific sub-metaphors. An attempt at capturing and describing some of these apparently counter-intuitive pain metaphorisations reveals their ‘positive potential’, a potential of tools with which to obtain control over pain and, in many cases, reforge it into something ‘better’, something evaluatively positive.

Reference

Sussex, R. (2009). The Language of Pain in Applied Linguistics. Review article of Chryssoula Lascaratou: The Language of Pain. (Amsterdam and Philadelphia: John Benjamins Publishing Company, 2007). Australian Review of Applied Linguistics, 32(1).

Mirosław Pawlak

Investigating the use of pronunciation learning strategies in form-focused and meaning-focused activities

In spite of some advances that have been made in recent years, the use of pronunciation learning strategies (PLS) still remains an area in urgent need of empirical investigation. In addition, most of the available studies have relied on questionnaires filled out by respondents with respect to their general strategic actions and thoughts rather than the use of such strategies in the performance of specific learning tasks. The present paper contributes to the scant body of empirical evidence in this area by reporting the results of a study which explored the use of pronunciation strategies by 30 English majors enrolled in a BA program. The participants were requested to perform two activities focusing on pronunciation features, one of which was explicitly focused on form and the other on meaning. The data were collected by means of questionnaires distributed immediately after the two tasks in two different classes. A combination of quantitative and qualitative analysis showed that, despite their level and experience, the students used a rather limited repertoire of PLS, some of which were not very effective, which points to the need for training in this area.

Mirosław Pawlak, Anna Mystkowska-Wiertelak, Jacek Rysiewicz

Willingness to Communicate among Polish students majoring in English as measured by a new data collection instrument

Data collection tools used to investigate antecedents of Willingness to Communicate (WTC) employed to date have mostly reflected the characteristics of second language contexts rather than the reality of a Polish learner of English whose contacts with target language users are scarce and usually take the form of computer mediated communication. Given the relative inadequacy of the available WTC measures, an attempt has been made to adapt existing scales measuring learners’ WTC so that they not only provide insights into unique features of the English as a Second Language (ESL) setting but also tap into the

relationship between a specific, well-defined group of Polish learners' in-class and out-of-class WTC in English and a number of individual and contextual variables, such as communication confidence, learner beliefs, classroom environment, international posture, ideal L2 self, and ought-to L2 self. A preliminary version of the tool was piloted in a small-scale study to eliminate weak or faulty items. The final version, which resulted from this item analysis, was then applied in a large-scale study. Reliability estimates of the whole tool as well as of eight individual scales proved adequate. Additionally, factor analysis showed the tools satisfactory internal validity characteristics. The study using the new tool and applied among English majors has shown the existence of intricate relationships among all eight variables, proving the impact of information space on language learning.

Liliana Piasecka

Building character strengths through encounters with literary texts

Learning a foreign language requires a lot of motivation, effort, and determination. It also evokes in learners emotional states that can either contribute to the feeling of success and achievement or discourage them from trying harder in the face of real or imagined failures. Individuals with varied and various character strengths meet in a foreign language classroom to take the challenge of discovering the intricacies of the language along with learning about themselves. Discovering and learning entail probing into the unfamiliar and unknown, often in the company of others. Yet the unknown and the unfamiliar have to be attractive and appealing if learners are to make their own discoveries and benefit from them in many ways.

I would like to discuss how using literary texts in the foreign language learning contexts may support the learners' cognitive, emotional and interpersonal character strengths (Ruch, Weber, Park, & Peterson, 2014).

Ewa Piechurska-Kuciel

Self-regulatory efficacy and FL attainment

Self-regulatory efficacy refers to the individual's capability to monitor and take charge of one's own cognitive outcomes (West and Hastings 2011) by designating self-generated thoughts, feelings, and actions that are planned and regularly adapted to achieve personal goals (Zimmerman 1989). Self-regulatory (self-management) efficacy therefore denotes "the ability to regulate cognition, motivation, affect, and behavior" (Klassen 2010: 19), making it a cyclical process, constantly monitored, that triggers changes in an individual's strategies, cognitions, emotions, and behaviors. According to the three-phase self-regulation model proposed by Zimmerman (1998), at the forethought phase, preceding actual performance, processes that set the stage for action are prepared. Subsequently, the performance control phase encompasses processes occurring during actual performance, which require attention and action. Finally in the self-reflection phase, taking place after performance, individuals evaluate their efforts.

For the purpose of this presentation it is hypothesized that ineffective self-regulation seriously hampers one's perception of FL abilities, lowering self-image. Along these lines, students who skillfully monitor and take charge of their own learning have a tendency to assess their FL abilities at a significantly higher level in comparison to their peers unable to effectively self-regulate their thoughts and emotions.

Joanna Pitura

What distinguishes high from low achievers in tests of speaking? An analysis of contextual features on the example of lower secondary school students

Developing competence in a foreign language, and speaking skills in particular, appears to be essential in order to effectively function in the modern world. In this light, the significance of being able to communicate in a foreign language cannot be overestimated for the young. They will soon face the challenges involved in their adult life and lack of language competences can have adverse effects on their effective performance. Consequently, student achievement with regard to communicative competence in a foreign language is at the centre of attention of various European as well as national institutions and numerous initiatives have been undertaken in order to implement and monitor language policy execution in member countries.

Yet, despite the strenuous efforts aiming at ensuring sustainable life-long language competence development, studies investigating student achievement conducted on secondary school learners show an overall low level of language competences in Poland: around 50% of the surveyed students do not achieve the level of A2/A2+ expected of lower-secondary school leavers (Gajewska-Dyszkiewicz i in., 2013, 2014). Moreover, voices can be heard that many secondary school students themselves do not feel prepared for using the language communicatively in life (e.g. Sowa, 2013). Hence, some questions arise: what the current level of language proficiency in lower-secondary school leavers is today, how consistent it is with European/national language policy, and what characterizes students that are successful in gaining high proficiency levels in speaking and what is specific of those who fail to do so.

Accordingly, the paper sets out to present some results of a large-scale research project investigating the proficiency in speaking skills (Badanie umiejętności mówienia w języku angielskim; BUM) in lower secondary schools, conducted on the sample of 594 Polish third-graders who were following the continuation program of the Core Curriculum (III.1). The main focus of the current paper is to analyse some contextual features, such as the use of the language (English) and contact with it outside school, that distinguish low (A1 and below) from high (B1 and B2) achievers in tests of speaking.

The results may be of special importance to school authorities and teachers as the findings shed some light on the factors that seem to foster progress in oral proficiency in a foreign language. Furthermore, it is hoped that the study will stimulate more research interest in the area of speaking skills assessment.

Joanna Pitura

Positive emotions in language learning: a qualitative analysis of mature adult learners of English

Emotions have been gaining in significance in the field of education due to the claims that they are important in student achievement and self-regulation (cf. Ahmed, van der Werf, Kuyper & Minnaert, 2013). Although research on the acquisition of a foreign language provides support for the undesirable effect of negative emotions on language learning (cf. Piechurska-Kuciel, 2012), only few studies have addressed the issue of

positive emotions to date (e.g. Piasecka, 2013). Consequently, not much is known about how these emotions emerge and what their significance is in the learning process. What is more, research has focused on younger learners, neglecting mature adults in the investigation. Since such learners, because of biological and social factors, may be especially susceptible to experiencing negative emotions that hinder learning, research into the matter seems indispensable. These issues are addressed in the paper. In doing so, research on emotions (from the perspective of cognitive psychology) and research in Second Language Acquisition are combined. The narrative approach was employed as a strategy of inquiry in the current study to gather (1) stories of learning a language in the context of personal history and (2) the conditions in which specific emotions (e.g. joy, pride, etc) make their presence. The data were collected from four Polish mature (50+) female learners of English by means of biographical interviews.

The study results show that learning English is of great importance to mature adults, though they appear to need English for rather different reasons, compared with younger learners who mainly need it for work and study. Second, the interview data reveal that their learning is assisted by numerous and intensive negative as well as positive emotions. Finally, it becomes evident that positive emotions prevail after narrating stories, which seems to foster interviewees' positive attitude to learning and has a regulating effect on their general wellbeing.

It is hoped that the findings will contribute to advancing our understanding of the significance, impact and specificity of emotions, in particular positive ones, in learning lives in a mature age.

Larysa Sanotska

The concept of 'self': cultural versus personality variables in learning EFL

The report is based on the comparative research conducted with students of English in three universities in different European countries with certain socio-cultural similarities and differences. We aim to determine how the systems of self-beliefs of learners' from Ukraine, Poland and Finland influence their behaviour, motivation and attitudes towards learning English. Recent research in SLA suggests that success in learning a foreign language depends on what students know, think and feel about themselves and learning the language. Following this theory, we attempt to establish the connection between the systems of individual beliefs of the university students in acquiring English as a foreign language in the similar educational departments but different social environments. That is why similarity and diversity factors retrieved from qualitative research provided data which allow arguing that social and cultural aspects affect developing conscientiousness, openness, risk-taking, self-efficacy, decision making, and establish the extend to which those factors contribute to building students' cognitive and socio-affective learning strategies.. The data show that Polish students are more open than Ukrainian and Finnish, more of them claim to be extraverts, while Ukrainian students are less ambitious and less tolerant to ambiguity. Polish and Finnish students are more conscientious, they much more believe in themselves, and they demonstrate better overall language test results.

Maria Spiechowicz

“Joseigo” and “danseigo” taught to beginner level students of Japanese

Japanese society is associated by people from western countries with hierarchical structure, which also could be seen in Japanese language due to keigo (literally "respectful language"). Japanese honorific speech includes three main categories: respectful, humble and polite language. However none of it has gender distinction. Such distinction could be seen only in more informal speech.

In my speech, I would like to present a short characteristic of joseigo (“women’s language”) and danseigo (“men’s language”), especially vocabulary and grammar forms which are typical for gender versions of described language. Also, I would like to describe a typical Japanese genderlect (gender language) as how Japanese society and linguistics describe it, and how it is realized by young Japanese people in everyday conversation.

Moreover, I would like to present my point of view on this subject of matter based on analysis of Japanese blogs, fashion magazines for men and women, and textbooks of the Japanese language on levels: N5 and N4, like also the results of investigations carried out by Japanese researchers.

I will try to answer the question, if Japanese young people still use joseigo and danseigo and it is presented in textbooks of the Japanese language created by Japanese teachers.

Piotr Steinbrich

Towards positive self-assessment in university settings

Although self-assessment has been present at primary and secondary levels of education in Poland for quite some time, either as can-do statements or as activities inherent in the course book, tertiary education still follows the pattern in which the instructor is the only source of assessment. This paper reports a study on implementing self-assessment in a university setting, among Polish students of English philology. Study participants have undergone three supervised self-assessment sessions with 2-month intervals between each session, which were recorded and then transcribed. It will be argued that Polish university students are not able to conduct self-assessment and that what it generally amounts to is either cliched phrases or negative or apologetic statements concerning their performance. The study also shows that regular exposure to and practice in assessing one’s own progress forms a developmental route that allows for a more positively-oriented self-assessment that is less formulaic, i.e. cliched, and more personal, thus helping one to analyze and reflect on their strengths and weaknesses in a given area.

Agnieszka Strzałka

Can earning academic credits be enjoyable? Positive psychology in teaching intercultural communication to university students

Positive psychology in the realm of education seeks to accentuate the role of the well known non cognitive factors, such as motivation, attitude or less recognised ones, such as well-being. Looking at the bright,

rather than pathological side of psychology in education, we wish to ask questions concerning happiness, enthusiasm and freedom from anxiety of those who learn a language. It is these factors which should contribute to student engagement and long term motivation which in turn help to learn autonomously for life.

Intercultural competence, a crucial part of communicative competence, thus being an important element of language education today, is a certain candidate for life long development. How can this aim be achieved without intrinsic motivation or simply enjoying IC matters ?

Enjoyable learning, however, may sound trivial and out-of context at the university. Should not the academic coursework focus on individual intellectual capacities for understanding and learning and be achievement, that is exam, oriented? Are not the lower levels of the educational ladder more appropriate to for introducing student centred instruction and collaborative skills tasks? The article is an attempt at suggesting the extent to which the tenets of positive psychology can be realised in the academic context.

Oxana Sjurmen

Developing intercultural competence of future translators

The article is dedicated to the research conducted at Suleyman Demirel University, Kaskelen, Almaty, Kazakhstan studying the ways of developing intercultural competence of future translators at practical English lessons and gives practical ideas for instructors teaching English to future translators or business English. As translators are a kind of bridge between two people with different cultures they should know not only peculiarities of these cultures in general but communication strategies and peculiarities of interpersonal communication found in both cultures as well. The purpose of this research is to discuss what constitute intercultural competence and help students in developing better communication strategies and interpersonal communication skills, which according to Bob Dignen are important components of intercultural competence. Moreover, we think it is also important to increase students' awareness of range of grammatical and vocabulary meanings in different contexts in order to help them interpret different situations correctly, build rapport and avoid misunderstandings. The study is a qualitative research with experiment and control groups, which gives better understanding of effectiveness of suggested techniques. The data instruments involve interviews with teachers and students and questionnaires. The data shows that suggested techniques were effective and most students are likely to use communication strategies and interpersonal communication skills learned in their future work.

Małgorzata Szupica-Pyrzanowska

An attempt to diminish L1 influence. Morphological and phonological contributions to the inflectional deficit in adult L2 acquisition

Post-pubertal L2 learners of English are known to omit inflection and resort to bare verb forms. Among attempts to account for the inflectional inconsistency are competing morphological and phonological explanations. In morphological approaches, two views prevail: deviant morphological mapping between mental representations and their surface counterparts (Ionin & Wexler, 2001; Prévost & White, 2000) and L1

morphosyntactic constraints governing the activation of the L2 features (Franceschina, 2001; Hawkins & Liszka, 2003). Phonological studies point to predominant L1 influence as a possible explanation for the L2 inflectional deficit. Within this approach, it is either the L1 phonological constraint against final consonant cluster, which results in non-target production (Lardiere, 2003) or L1 prosodic organization which differs from that of L2 and triggers non-native production (Goad et al., 2003).

Most, if not all, investigations of inflectional omissions focused on populations whose L1 either lacks the syntactic representation of inflection or does not allow for complex codas. In the present study we concentrate, instead, on a group of Polish L2-English learners whose L1 permits word-final consonant clusters and who can be assumed to have an underlying representation of inflectional material because the L1 already has it; nevertheless, they show difficulties in the production of L2 inflection. We, therefore, asked: What morphological and phonological factors contribute to non-target production of L2 inflection? To test this, we administered an elicited production task varying either the morphological or the phonological complexity of the environment of the inflectional morpheme. The results suggest that once the L1 influence is diminished, morphological rather than phonological factors contribute more actively to the inflectional inconsistency.

References

- Franceschina, F. (2001). The Special Status of Parameterised Features in Second Language Acquisition: A View from the Endstate Perspective. In Franceschina, F., M. Kingston and E. C. Thomas (Eds). Essex Graduate Paper in Language and Linguistics, v. 4.
- Goad, H., White, L. & Steele, J. (2003). Missing Inflection in L2 Acquisition: Defective Syntax or L1-Constrained Prosodic Representations? *Canadian Journal of Linguistics* 48(3/4), 243-263.
- Hawkins, R. & Liszka, S. (2003). Locating the Source of Defective Past Tense Marking in Advanced L2 English Speakers. In R. van Hout, H. Aafke, F. Kuiken and R. Towell (eds). *The Interface between Syntax and Lexicon in Second Language Acquisition*. Amsterdam: John Benjamins, 21-44.
- Ionin, T. & Wexler, K. (2001). L1-Russian Children Learning English Tense and Overgeneralization of Be. *Selected Proceedings of the Second Language Research Forum*, 76-94.
- Lardiere, D. (2003). Second Language Knowledge of [+/- Past] and [+/- Finite]. In Licerias, J., H. Zobl, & H. Goodluck (eds). *Proceedings of the 6th Generative Approaches to Second Language Acquisition Conference (GASLA 2002)*. Somerville: Cascadilla Press, 176-189.
- Prévost, P. & White, L. (2000). Missing Surface Inflection or Impairment in Second Language Acquisition? Evidence from tense and agreement. *Second Language Research*, 16 (2), 103-133.

Piotr Szymczak

Competitions in Education and Positive Psychology: Amplifying the Positives, Mitigating the Harms

Competition is a central experience in human interactions with a long history in education. It has been valued

for bringing out the best in learners, but also criticized for the potential harm it may inflict on unsuccessful, or indeed even successful, participants. This paper looks at data from two formal translation competitions held at the Institute of English Studies (University of Warsaw) to report on the reactions and motivations of the participants. The data is examined from the perspective of the PERMA model of wellbeing as proposed by Martin E. P. Seligman (2011). Insights from positive psychology are applied in order to formulate specific recommendations on how we can design better competitions in educational contexts.

Magdalena Szyszka

Non-anxious L2 learners' approaches to pronunciation learning

Affective factors have long been recognised as significant in the process of L2 learning. Since the 1980s their interplay with second or foreign language acquisition have attracted the attention of many researchers in SLA (cf. Ellis, 2008). A bulk of research focused on language anxiety, investigating, among others, instruments measuring LA (Horwitz, Horwitz & Cope, 1986; MacIntyre & Gardner, 1991), the sources and ways of reducing LA in the classroom (e.g. Young, 1991), the relationship between LA and L2 achievement (e.g. Yan & Horwitz, 2008; Piechurska-Kuciel, 2008), the correlation between LA and oral performance (e.g. Hewitt & Stephenson, 2012; Kitano, 2001; Park & Lee, 2005), and L2 learning strategies (e.g. Noormohamadi, 2009; Park, 2007). Little attention, however, has been given to how LA interacts with the process of L2 pronunciation learning (Baran-Łucarz, 2011). Although there have been attempts to outline the profiles of highly anxious students Baran-Łucarz (2013), there is a paucity of studies focusing on L2 learners low in LA and their pronunciation learning strategies and approaches.

The aim of the present study is to examine non-anxious individual learners' approaches to pronunciation learning. Six L2 learners who scored low on the FLCAS (Horwitz, Horwitz & Cope, 1986) were interviewed in order to gather information on their ways, strategies, approaches to EFL pronunciation learning. The semi-structured interviews were recorded, transcribed and analysed to specify the profile of a non-anxious L2 pronunciation learner.

Kyle Talbot and Kate Finegan

Fostering Grit and Initiative through Strengths Based Individualized Projects

Research in Positive Psychology has suggested that the development of initiative in students can be a path to more meaningful, creative learning. Similarly, the quality of grit is positively correlated to academic achievement (Duckworth et al., 2007). Larson (2000), characterizes a student with initiative as an intrinsically motivated, highly focused individual, who perseveres in the face of setbacks; in other words, an individual with grit. According to Buck, Carr, and Robertson (2008), differentiated instruction, or individual programming, can foster greater initiative by capitalizing on individual learner's strengths as measured by the VIA Survey of Character of Strengths. Therefore, this presentation delineates the steps towards designing and implementing individualized projects based on language learners' strengths in order to cultivate grit and initiative as measured by Duckworth and Quinn's (2007) Short Grit Scale.

Miriam Tashma-Baum

Redemptive patterns in the language learning histories of EFL student-teachers

In their introduction to a recent collection of articles on the contribution of positive psychology to SLA research, Mercer and MacIntyre (2014) note that the “individual turn” in SLA can benefit from insights provided by positive psychology: “Individual level research can describe in some detail the processes that lead to happiness, the protective force of learned optimism, or describe the most enjoyable facets of learning”, thus providing “a rich description of the relevant factors for an individual” (166). In an effort to better understand some of the processes which create a motivated, confident and successful language learner and user, my paper will describe the results of a research project analyzing the language learning histories of two committed EFL student-teachers. A close process-oriented analysis of their narratives, focusing on thematic and stylistic aspects, reveals what narrative psychologist McAdams has called “redemptive” patterns – narrative structures in which hardship leads to inner growth and difficulties become “springboards” to success. This redemptive process is shown to be connected to cognitive, emotional and interpersonal character strengths displayed by the two language learners, and to a positive change in the educational setting of the language learning.

Ewa Waniek-Klimczak, Andrzej Porzuczek, Arkadiusz Rojczyk

Pronunciation is important, so (because?) I'm good at it: Motivation as a reason for and a result of success in FL learning

The paper presents selected results of a large-scale attitudinal study, conducted by University of Łódź and University of Silesia researchers, investigating the approach of advanced Polish learners (English studies majors) to various aspects of native and foreign language pronunciation such as variety, norm and significance in FL learning. Ultimate success in learning foreign language speech has been found to be significantly correlated with affective factors that may facilitate or hinder the process of learning. A crucial one, motivation, is strictly connected with the learners’ conviction that what they learn is useful and important. The analyzed part of the research shows how self-rated English pronunciation proficiency correlates with EFL pronunciation importance rating. The results are analyzed using a multifactorial design that controls for learning experience and gender.

Anna Wieczorek

High inhibitions and low self-esteem as factors contributing to foreign language teacher stress

Although teacher stress is a widespread phenomenon and a source of concern nowadays (Lazarus, 2006, Jepson and Forrest, 2006), there are practically no studies investigating factors evoking stress among foreign language teachers (Cowie, 2011). In view of the specificity of foreign language teaching, the study conducted in Poland suggests that there are stressors unique to people who teach foreign languages (Wieczorek, 2014). At language teaching courses much time is devoted to well-being of FL learners and the acceleration of their learning, whereas not much is said about how teachers could cope with heavy demands

set upon them. Our knowledge is also weak with regard to how FL teachers could improve their well-being and self-esteem, the lack of which contributes to their occupational and general stress.

The focus of the study presented in the paper is on the role of inhibitions and self-esteem of FL teachers in relation to their knowledge of the language they teach, and its impact on stress they experience. Using extracts from transcriptions of semi-structured interviews with teachers of foreign languages, the author discusses the impact of inhibitions and self-esteem on the stress of these teachers and their well-being at work. The theoretical justification and some practical implications referring to teachers and teacher educators are discussed.

Jordan Wilson and Linnea Belnap

Project perseverance and study abroad in Jordan. Lessons from assisting female student of Arabic to thrive

Students often begin a study abroad experience with unrealistic expectations and then resort to avoidance behavior when blind-sided by unanticipated challenges to their identity, such as feeling incompetent as they struggle to express themselves in the L2 (Engle and Engle 1999; Pellegrino Aveni 2005). In-country study can be even more stressful for female students subjected to levels of sexual harassment they have not previously experienced (Kline 1993; Polanyi 1995; Shelley 2011). Trentman (2012) stressed the need for interventions that facilitate access for female students to positive opportunities to use the target language. This paper reports on the experience of female American students studying in Jordan, with special focus on Project Perseverance, which began as an effort to help students maximize the benefit of their semester of intensive Arabic study in Jordan. Students' reflections on their experience in learning journals, interviews, and survey data highlight interventions that led to greater self-efficacy. Interventions that led to higher quality speaking opportunities were judged by students to be a major factor in assisting them in gaining confidence and skill, which facilitated their developing the personal relationships they hoped they would while studying abroad.

Megan Wisbar

A qualitative examination of the teachers' perspective of challenges, resources and strategies for serving English language learners at an Early Childhood Education Center

The purpose of this study is to uncover a teacher's perspective of how to improve the education of Early Childhood (EC) English Language Learners (ELL) students in Saint Cloud, Minnesota by interviewing EC teachers about their experiences, problems, strategies, and recommendations in helping EL students succeed by interviewing up to 10 teachers two times and meeting a third time to review the transcript. Teachers are an important role model in a young child's life and we need to give them as many resources as possible. The interview will uncover the following research questions: 1. What practices and discourses does an experienced teacher enact regarding ELL education at an ECE school? 2. What suggestions and strategies does an experienced teacher have to support ELLs in an ECE school? The interview transcripts will be coded and themes and common threads that run through the interviews will be analyzed and

discussed.

Teresa Maria Włosowicz

Adult Learners' Expectations Concerning Foreign Language Teachers and the Teaching-Learning Process

The purpose of the study is an investigation of adult learners' expectations concerning the ways of conducting foreign language classes (lesson contents, activities, language choice, etc.) as well as the teacher's character and behaviour. Furthermore, it takes into consideration the language skills regarded by the participants as important and, finally, the sources of their motivation to study foreign languages.

One of the goals of applying positive psychology to foreign language learning is 'to foster the positivity of our learners' educational experiences' (MacIntyre and Mercer, 2014: 163) and to support them 'in reaching their personal highest levels of achievement and success (Fredrickson, 2001)' (MacIntyre and Mercer, 2014: 163). Undoubtedly, meeting learners' needs and expectations can put them in a state of flow, or 'complete absorption in what one does' (Nakamura and Csikszentmihalyi, 2002: 89). More precisely, if a foreign language learner has the opportunity to learn what he or she finds interesting and useful and, at the same time, a patient and empathetic teacher contributes to positive emotional experience, the learner is highly motivated and can fully concentrate on the course content. From the point of view of Seligman's (2011, in MacIntyre and Mercer, 2014: 154) PERMA model of well-being, it can be assumed that such a motivating and thus successful learning process involves a variety of positive emotions (motivation, self-confidence, etc.), engagement with activities involving one's strengths (for example, if technical English is taught to engineers in a way that engages logical-mathematical intelligence), a positive relationship with the teacher, the perception of the content as meaningful and useful and, finally, a sense of achievement based on one's progress.

In fact, adult learners constitute a specific audience. Cognitively, they can outperform children in learning speed, especially in the area of grammar, even though they may never achieve native-like pronunciation (Ellis, 1994: 491-492). However, as Gabryś-Barker (2013: 109-110) has observed, in their case affective factors play a particular role, as 'adults demonstrate more vulnerability in terms of their self-confidence, self-esteem, sensitivity to how others see them, and how they see themselves' (Gabryś-Barker, 2013: 110). They are also often teacher-dependent (Gabryś-Barker, 2013: 110), so it can be supposed that fulfilling their expectations related to the teacher's behaviour is very important for the teaching-learning process.

The study has been carried out with 202 adult participants divided into three categories: philology students (55), engineering students and young engineers (101) and 'others', that is, adults attending language courses, for example, nurses, clerks, etc. (46). This division is based on the assumption that, given their general learning experience (for example, emphasis on languages, on mathematics or on everyday professional skills), the three groups may differ in their approaches to foreign languages, language-learning strategies and goals. The research tool was a questionnaire aiming to explore four areas connected with foreign language learning: expectations concerning the teacher's way of conducting lessons (activities, focus on grammar and/or vocabulary, language choice, error correction, etc.), expectations concerning the

teacher's character and behaviour (patience or strictness, fair evaluation, broad knowledge, etc.), language skills perceived as important by the learners (vocabulary, grammar, speaking, cultural competence, etc.) and, finally, the sources of the participants' motivation for learning foreign languages.

As the results show, although there are differences between the groups, some expectations are shared by all of them. For example, all three groups emphasize the need for conversation during foreign language classes and the importance of speaking skills. They want the teacher to be patient and empathetic (90.99% of the philology students, 84.16% of the engineering group and 78,26% of the 'others'). In fact, a Chi-square analysis has revealed a statistically significant difference in terms of the groups' preference for patient or strict teachers. However, a teacher should also be self-confident and have authority, and he or she should motivate learners as well. This confirms Gabryś-Barker's (2013) findings, as a teacher is treated by adults as a 'point of reference', a source of knowledge, as well as a source of motivation. However, the sources of motivation indicated by the participants are mainly external to the course and are either professional (promotion, a job abroad) or practical (e.g. talking to foreigners), though a passion for the language and fascination with the culture have also been chosen, especially by the philology students. The Chi-square has also revealed a statistically significant difference between the groups in terms of language choice during lessons (translating everything into Polish or using the foreign language as much as possible), but not of the precision of error correction (correcting all errors or only the most serious ones).

It can be concluded that adult learners often have very precise expectations concerning language teachers, their behaviour and ways of conducting lessons, as well as the skills they want to master. Given that adults learners often lack self-esteem, meeting their needs and expectations can be essential to a successful learning process, viewed as a positive experience and not an obligation imposed by the job market, the boss, etc.

Monika Wołoszyn-Domagala

Positive psychology involved in instructing grammar to develop spotty sociocultural and linguistic knowledge of PHS

This talk contributes to the discussion on the development of effective curriculum for teaching heritage language and culture to heritage speakers. It mostly refers to PHS (Polish Heritage Speakers) to point out the role of evaluation of methodology of teaching PHL (Polish Heritage Language) and PHC (Polish Heritage Culture) applicable to their linguistic and sociocultural advantages and deficits.

The major focus of this talk is comparative analysis of employment of elements of positive psychology in PLT (Polish Language Teaching) materials to convey various grammatical elements in two of most updated PLT course books.

This talk also reports and comparatively analyzes the variety of grammatical components employed in PLT materials to, further on, stress the role of PERMA (Positive Emotion, Engagement, Relationship, Meaning and Accomplishment) in dealing with grammar in PLT materials. It also contributes to the idea of tailoring/restructuring applicable methodology of grammar teaching to PHS to meet their specific linguistic deficits like general understanding and over-regularization of grammatical rules and constant need for spelling correction.

Finally in this talk I am proposing the ways of conveying grammatical elements with effective employment of PERMA in PLT materials, implicitly with elements of explicit instruction, to raise linguistic and sociocultural consciousness of PHS, basically serving as a springboard to raise linguistic and cultural competence of PHS to maintain PL and PC over the eastern United States.

Ling Yann Wong

Cognitive methods of Chinese learners from alphabetic writing backgrounds in activating the meanings of Chinese characters

Most of the psychological linguists at present believe that Chinese learners from alphabetic language background depending on pronunciation stimulus or inner language to activate meanings of Chinese characters (Perfetti 1992, 1995; Tan & Peng 1991). In this study, the Chinese learners from the Malay language background have been observed in order to identify their cognitive methods to activate the meanings of Chinese characters from its writing symbols. Malay language is the alphabetic writing language and belongs to the agglutinative language. The research findings of this study revealed that there are four cognitive methods usually adopted by these Malay learners in recognizing the meanings of Chinese characters, which are: 1.) Depending on the pronunciation stimulus to activate the meanings of Chinese characters; 2.) Applying decoding of mother tongue plus pronunciation stimulus to activate the meanings of Chinese characters; 3.) Using the decoding of the dominant language to translate the meanings of Chinese characters in order to retrieve the meanings of Chinese characters; and 4.) Using numbers and symbols to activate the meanings of Chinese characters. The target respondents of this study normally adopted the second method which believed is the positive psychological cognitive method to them in activating the meanings of Chinese characters. However, the application of which method(s) usually is/are depending on their level of proficiencies in Chinese language.

Paweł Zakrajewski

Eustress – positive stress among interpreting trainees. Trainees' perspective

Interpreting is undoubtedly a very complex phenomenon which involves a significant number of various activities (listening, analyzing, comprehending and translating) in real time. That is why, it is believed that both trainee and professional interpreters are exposed to stress factors that might interfere with the task they are supposed to perform.

Since much research which has been performed so far on interpreters' stress concerns psychological (perception, attitude), physical (air quality, noise interference, lighting) and physiological (blood pressure, heart rate) parameters of factors which might both increase or decrease interpreter's stress, the aim of the paper is to demonstrate and share the results of the research the objective of which was to evaluate the issue of creating positive attitude towards psychological stress among interpreting trainees.

For this reason, a number of research tools were developed to study the ways in which the positive value of stress turns out to be crucial in order to succeed as both a trainee interpreter and interpreting teacher, as it is believed that the issue of stress does not concern trainee and professional interpreters solely, but their

instructors as well.

Jan Zalewski

Helping low achievers to succeed in tertiary education: explicit teaching of academic literacy as a way to positive educational experiences

One of the themes of the conference is that educational institutions should enable the development, well-being, and success of their students. Some have argued that the educational system is not at all intended to bring about more equitable chances of success for all students. Rose (2006, p. 6) calls the stratification of students into low, mid, and high achievers “an extraordinary achievement” of the educational system rather than just “a natural course of events.” He claims that educational and ultimately social inequalities are rigidly maintained through this unfair stratification of students because, with the exception of the first years of elementary school, students are not explicitly taught reading skills (nor writing skills in some countries, ours being one), and teachers are not trained to do it.

A key to educational success is academic literacy. Only those tertiary students who have developed adequate academic literacy skills can have positive educational experiences. Lately, tertiary schools in Poland have started admitting all low-achieving students. It may be a positive development that such students are getting an education, but on condition that teachers take up the challenge, as traditional tertiary teaching is not designed to enable success for such students. In this paper, taking guidance from the Sidney School’s Reading to Learn literacy program, I present my attempt to combine teaching content in an introductory linguistics course with explicit teaching of requisite literacy skills to the students.

Jerzy Zybert and Iga Maria Lehman

Identifying and repairing coherence breaks in FL student written discourse

This paper reports on the outcomes of a study devoted to an analysis of the instances of incoherence found in expository essays produced by university students of English as a foreign language. The communication breaks resulting from these instances are regarded as manifestations of their inept use of the linguistic and rhetorical devices that are required in English for making texts coherent: these are apparently different in their own L1s. A comparison of coherence breaks made by students of two different L1s provides some evidence to support the assumption that the errors which disturb both the global and the local meaning of a text can be attributed to students’ cultural experience. The paper also offers some suggestions on how to practically resolve certain problems related to text coherence in student writing.

Anita Żytowicz and Anna Klein

Students as human beings – an error correction approach

One of the major questions that language teachers often address to researchers is what to do about correction. Should they correct their learners errors, slips or mistakes? Corder introduced the distinction

between errors (in competence) and mistakes (in performance), emphasizing the seriousness of the first over the latter. Richards in "A non-contrastive approach to error analysis" (1971) identifies sources of competence errors, interference errors; intralingual and developmental errors. There has been strong criticism of the above and numerous weaknesses of error analysis have been advocated by certain linguists, such as Dulay and Burt (1974) who divided errors into three categories: developmental, interference and unique or Stenson (1974) who proposed another category, that of induced errors, which result from incorrect instruction of the language. Error correction is not only of importance to teachers or researchers but also to learners, who often feel insecure, uncertain of the impact of their utterance on others, or on the other hand, get discouraged when overt-correction is applied. Despite the importance of the study of errors and methods of their correction, there is little evidence for or against the efficiency of error correction during oral communicative activities in the second language classroom. In the study carried out by DeKeyser, 1993, no differences were found between a group which received sustained error correction and the one that did not, though the study also found some interesting individual variations, including the effect of anxiety. The empirical study that follows, conducted with Polish high-school students of English, was an attempt to assess two contrasting approaches applied, namely limited and overt-correction and show their impact on the students. The study, carried out in two groups - 30 students each, lasted 10 months and brought about surprising results. Additionally a questionnaire was carried out in order to determine other teacher's attitudes and opinions concerning error correction. Though the general conclusion seems daunting, as the study also proved that we, the Poles, and in particular we the teachers tend to be extremely intolerant towards others, aim at avoiding errors and focus on perfection at any cost, Nonetheless, irrespective of the method of correction applied and the outcome, the thing that we, the teachers, must never forget is the fact that we do not correct a mistake, but we correct a person.

Ph.D. Workshop

Weronika Krzebietke

Awareness of L1-L2 differences in teaching and learning a second language: the case of Polish teachers and students

Literature overview

The role of the native language has had an intricate history in second language acquisition research. The subfield of SLA occupied with it has grown to be known as transfer studies. As a consequence, depending on the current approach to language transfer (it has been in turn rejected and accepted), the role of L1 in language teaching was also changing. Beginning with Robert Lado's Contrastive Analysis Hypothesis (Lado 1957) and Pit Corder's Error Analysis (Corder 1967), through Krashen's statement that metalinguistic knowledge has no effect whatsoever on L2 acquisition, which is a primary mode of L2 development (Krashen 1982, 1994), up to the recent studies by e.g. Ammar et al. (2010) or Butzkamm (2003), contrastive analysis was in turn accepted and popularised as a proper way of understanding how L2 is acquired and taught effectively, and rejected as unnecessary or even harmful. Due to the controversies associated with this area of SLA, the role of L1-L2 contrastive awareness in learning L2 is worth investigating. Consequently, if metalin-

guistic awareness proves to be beneficial for L2 students, proper tools for using L1 in the classroom ought to be devised and implemented.

The study

Research questions

4. Is metalinguistic awareness useful in learning L2 English by L1 Polish students?
5. Do Polish teachers use the Polish-English contrastive analysis in their classrooms? If yes, how?
6. Does contrastive knowledge of grammar improve students' results?
7. What tools can be used to introduce contrastive knowledge to Polish EFL classrooms?

Stages of the study

- Establishing the territory: which grammatical concepts are most problematic for Polish students of English and how are those concepts realised in Polish?
- Approaching the teachers: a questionnaire. Do they use Polish-English contrasts in explaining the aforementioned grammatical concepts? If yes, in what contexts and how?
- Approaching the students: checking their knowledge of Polish-English contrasts (homogenic group, all students on the same course level)
- Proficiency tests for groups with and without contrastive instruction in their classrooms
- Correlation between the results of tests of proficiency and the presence of contrastive instruction.

Hypothesis

It may be hypothesised that students provided with contrastive English-Polish instruction when learning problematic grammatical concepts, and therefore aware of the similarities and differences between these two languages, will perform better in proficiency tests.

Bibliography

- Ammar, Ahlem, Patsy M. Lightbown and Nina Spada. 2010. "Awareness of L1/L2 differences: does it matter?", *Language Awareness*, 19, 2: 129-146.
- Butzkamm, Wolfgang. 2003. "We only learn language once. The role of the mother tongue in FL classrooms: death of a dogma", *Language Learning Journal*, 28: 29-39.
- Corder, Pit. 1967. "The significance of learners' errors", *International Review of Applied Linguistics*, 5: 161-170.
- Gass, Susan M. and Larry Selinker. 2001. *Second language acquisition: an introductory course*. Mahwah, NJ

and London: Lawrence Erlbaum Associates.

Krashen, Steven. 1982. Principle and practice in second language acquisition. Oxford: Pergamon.

Krashen, Steven. 1994. The input hypothesis and its rivals. In N. Ellis (Ed.), Implicit and explicit learning of languages: 45–77. London: Academic Press

Lado, Robert. 1957. Linguistics across cultures. Ann Arbor: University of Michigan Press.

Aida Montenegro

Considerations to Understand and Measure Teacher Self-Efficacy for Student Engagement in an EFL Classroom

Teachers' efficacy belief is understood as the judgement of capabilities to bring about desired outcomes of student engagement and learning (Bandura, 1977). Since it has a direct impact (positive and negative) on our present and future as teachers, we might wonder how we can evaluate our teaching competence in order to strengthen our weaknesses.

Tschannen-Moran and Woolfolk Hoy (2001) validated an instrument to measure three factors of teacher self-efficacy, namely: Efficacy in Student Engagement, Efficacy in Instructional Strategies, and Efficacy in Classroom Management. For my doctoral study, I decided to focus on student engagement. I am very curious about (1) the capabilities to promote high levels of student engagement in a foreign language classroom, and (2) how to measure these capabilities.

For this workshop, I will present the preliminary results of a pilot study that explored two instruments: (a) the scales of self-efficacy in student engagement (Tschannen-Moran & Woolfolk Hoy, 2001) and (b) a narrative task about moments of engagement in the classroom, which was designed taking into account the Theory of Flow (Csíkszentmihályi, 1975). This theory defines flow as a state of deep absorption in an activity that is intrinsically rewarding (Shernoff et al., 2003) and occurs when concentration, interest and enjoyment are simultaneously experienced (Csíkszentmihályi, 1997). Both instruments were distributed to a group of 20 teachers of German as a foreign language.

The main objective of this pilot study was to find out to what extent the results of the eight questions and the analysis of the narratives provided research clues about the concept of "student engagement" from the teachers' perspective. In other words, the result of the scales about "how much can you do to...?" and the teachers' description of "an optimal moment of student engagement" were both the starting point to explore one of my research interests: "Understanding and Measuring Teacher Self-efficacy for Promoting Student Engagement in Learning English as a Foreign Language".

Although the analysis of the data of this pilot study is still in progress, the preliminary analysis of the questionnaires and the narrative tasks, plus the experience of being in contact with these teachers, permit me to confirm the challenges for researchers and teachers in (1) the measurement of teacher self-efficacy in

student engagement, and (2) the clarity of the concept of student engagement.

References

- Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review*, 84, 191-215.
- Csikszentmihályi, M. (1997). *Finding Flow: The psychology of engagement with everyday life*. The Masterminds Series. New York: Basic Books.
- Shernoff, D. J., Csikszentmihalyi, M., Schneider, B., & Shernoff, E. S. (2003). Student engagement in high school classrooms from the perspective of flow theory. *School Psychology Quarterly*, 18(2), 158-176.
- Tschannen-Moran, M., & Woolfolk Hoy, A. (2001). Teacher efficacy: Capturing an elusive construct. *Teaching and Teacher Education*, 17, 783-805.

María Teresa Orlando

Creativity

Creativity is highly relevant to the attainment of second/foreign language acquisition and learning. According to Runco (2004), student creativity is inhibited by certain common classroom conditions and tasks (e.g., test-like activities), whereas activities that are presented in a “permissive and gamelike fashion” seem to release creativity.

Contemporary language teaching methodologies tend to use these activities, emphasizing the creative learner thinking and behaviour. Sternberg (2002) argued that creative intelligence was an important determiner of second language acquisition.

Ottó (1998) and Albert and Kormos (2004) found a significant positive relationship between creativity and second language learning. The available second language acquisition data reflects the impact of creativity on language learning.

Creativity is born in childhood. For children, life is a creative adventure. They love exploring their world, finding out things, trying things out, experimenting with different ways of handling things.

The experience of creativity in childhood shapes much of what we do in youth and adulthood, from school to work life. The psychological pressures that inhibit creativity frequently occur in school life. Teachers can encourage or discourage the creativity of their students in the classroom environment. Most children in preschool, kindergarten and first grades like going to school. They are excited about playing and learning. Unfortunately by the time they are in upper grades, some children do not enjoy school because it does not

give them much scope for creativity. Creativity flourishes when children do things for enjoyment.

When students learn a creative form, keeping their joy is crucial. What matters is pleasure, not perfection. A stimulating physical environment is part of the equation. So are certain attitudes that also foster the creative spirit in the learning process. In creative classes, there is a different feeling in the air; there is more breathing space.

However, that is not an easy lesson for some teachers. It is important to give students freedom and space and not to overcontrol. When teachers are supportive of their students' creativity, they will discover what most psychologists are now confirming: most students have a natural talent for a particular activity. By letting a student explore a range of activities, hidden talents are more likely to emerge. The essentials of children's creativity—especially the importance of finding what they are excited about, mastering the skills necessary to realize that intelligence and collaborating with others—are prerequisites for creativity in adult life.

Teachers need to reflect on their own beliefs, keep open-minded awareness of interesting things in the world and look for innovative ideas for the classroom. They should develop their creativity and imagine themselves in the position of their students, reflecting on how a class or a group of students would like to learn something. Teachers need to use a wide variety of innovative tools and deliberately foster students' creative skills every day in order to make creativity play a role in the classroom.

Albert, Å., & Kormos, J. (2004). Creativity and narrative task performance: An exploratory study. *Language Learning*, 54(2), 277–310.

Ottó, I. (1998). The relationship between individual differences in learner creativity and language learning success. *TESOL Quarterly*, 32(4), 763–773.

Runco, M. A. (2004). Creativity. *Annual Review of Psychology*, 55, 657–687.

Sternberg, R. J. (2002). The theory of successful intelligence and its implications for language-aptitude testing. In P. Robinson (Ed.), *Individual differences and instructed language learning* (pp. 13–43). Amsterdam: John Benjamins.

Karen Spracklin

New-ish Tools for Teaching French L2 Vocabulary

For intermediate second-language (L2) learners, the primary lexical task is to strengthen one's grasp on the available catalogue of words while broadening the range of one's repertoire. However, the current communicative approach in Canadian French Immersion (FI) classrooms discourages the explicit and systematic instruction of vocabulary. Perhaps unsurprisingly, overuse of high-frequency words and ineffective selection of lexemes compromise the success of L2 learners' written production. In our region, annual FI literacy scores consistently prove mediocre at best. Vocabulary, syntax and grammar output fall below provincial and national averages. Can all three weaknesses be remedied by systematically targeting the first?

J. Picoche's (1993a, 2002) novel actanciel approach to vocabulary instruction aims to simultaneously stimulate lexical enrichment and syntactic and semantic prowess. It encourages lexical autonomy by equipping learners with the linguistic tools to strengthen and broaden their vocabulary. A didactic tool developed for French L1 students, the approach has not yet been attempted in a Canadian FI classroom. We believe its potential is compelling.

We will present the preliminary stages of the development and testing of a lexical toolkit for FI teachers and students using the actanciel approach, examining its application and the merit of systematic lexical enrichment for French L2 learners. (201 words)

Objectives

Our doctoral research involves the construction of a linguistic and pedagogical toolkit for instructors of French as a second language, one that highlights the deliberate and systematic instruction of vocabulary with the view to broadening and deepening the students' awareness and accurate use of high-frequency polysemic lexical items.

Relevance of the Topic

Vocabulary is key to the development of second language linguistic competence (Harley & Jean, 1999). A lack of adequate vocabulary can negatively affect comprehension and communication (Jared, 2008). However, second language vocabulary acquisition is much more than a simple list of words to be memorized (Picoche, 1999). All the richness of polysemic words must be mined in order to express meaning. New Brunswick French Immersion (FI) students are, according to recent testing results, sorely lacking in vocabulary depth and breadth. They are unable to communicate effectively in their second language due to what may be termed "lexical poverty" (Vancomelbeke 1999). By their own admission, the French they possess is inadequate for practical purposes (2012 Grade 12 Exit Survey Anglophone Sector: What's on your mind?), and literacy testing results are consistently well below provincial and national averages (<http://www.gnb.ca/0000/results/documents/2012-2013%20G10FI%20BN%20FINAL.pdf>).

How do French second language students acquire vocabulary beyond the mere memorisation of lexical lists? There is currently much discussion over the role of implicit and explicit instruction in second language vocabulary learning. According to the proponents of the communicative approach currently applied in the language classroom, vocabulary is acquired incidentally through receptive exposure to language (Pitts, White & Krashen, 1989; Palmberg 1987; Elley 1989; N. Ellis 2002; McCarthy & Schmidt 1997). However, studies indicate that the explicit and systematic instruction of vocabulary is not only fruitful but entirely necessary (Zahar, Cobb et Spada, 2001; Coady & Huckin, 1997; Paribakht et Wesche, 1997).

Rationale and Methodology

One French linguist has developed an approach to systematic lexical enrichment based on Tesnière's (1959) stemma model. Jacqueline Picoche's actanciel method marries semantic and syntactic components to mine the riches of a number of high-frequency and polysemic French verbs. Through examination of linguistic processes such as derivation, synonymy and reformulation, she presents each lexeme as a "constellation" of associated words, allowing the correct application of each "star" in its appropriate context. This

promising method has been developed for use by French mother-tongue students, but never experimented among second-language learners.

Our research involves the creation, testing and implementation of a “linguistic tool kit” for trial in French Immersion classrooms in Moncton New Brunswick (Canada). Using Picoche’s published didactic resources as a framework, we have developed six systematic vocabulary enrichment lessons, with pre- and post-tests, surveys and instructional and evaluation materials. Preliminary results from three FI classrooms (n=125) are currently being processed, and a second stage of experimentation is now being prepared. (456 words)

Selected References

- Coady, James & Thomas Huckin (eds). 1997. *Second Language Vocabulary Acquisition*. Cambridge: Cambridge University Press.
- Duppenthaler, Peter. 2008. Vocabulary acquisition: The research and its pedagogical implications. *Studies and Essays XLII*. 1-14. Retrieved from <http://www.lib.tezuka-gu.ac.jp/kiyo/rTEZUKAYAMAGAK-UIN-UNI/r42PDF/r42Duppenthaler.pdf> le 5 octobre 2011.
- Elley, Warwick B. 1989. Vocabulary acquisition from listening to stories read aloud. *Reading Research Quarterly* 24(2). 174-187.
- Ellis, Nick. 1994. Consciousness in second language learning: Psychological perspectives on the role of conscious processes in vocabulary acquisition. *Consciousness in second language learning AILA Review* 11. 37-56.
- Ellis, Nick. 2002. Frequency effects in language processing: A review with implications for theories of implicit and explicit language acquisition. *Studies in Second Language Acquisition* 24(2). 143-188.
- Ellis, Rod. 2008. *The Study of Second Language Acquisition, Second Edition*. Oxford: Oxford University Press.
- Folse, Keith S. 2004. Myths about teaching and learning second language vocabulary: What recent research says. *TESL Reporter* 37(2). 1-13.
- Framework for Provincial Assessments. 2013. Ministère de l'Éducation, Province du Nouveau-Brunswick. Fredericton N.-B. <http://www.gnb.ca/0000/results/pdf/AssessmentFrameworkDocument.pdf>
- Fuchs, Catherine & Pierre Le Goffic. 1992. *Les linguistiques contemporains*. Paris : Hachette Supérieur.
- Gluszynski, Tomasz. 2007. Profil des élèves du secondaire du Nouveau-Brunswick : Compétences en lecture, Volet du Programme de recherche sur l'éducation postsecondaire et de formation au Nouveau-Brunswick Rapport #2.
- Goulden, Robin, Paul Nation & John Read. 1990. How Large Can a Receptive Vocabulary Be? *Applied Linguistics*, 11(4). 341-363.
- Harley, Birgit & Gladys Jean. 1999. Vocabulary skills of French immersion students in their second language. *Zeitschrift für Interkulturellen Fremdsprachenunterricht* 4(2). Retrieved November 2, 2013. Available at: www.spz.tudarmstadt.de/projekt_ejournal/jg-04-2/beitrag/harley2.htm.
- Hulstijn, Jan. 2003. Empirical studies on incidental and intentional L2 vocabulary learning. In Doughty, Catherine & Long, Michael. (eds.). *The Handbook of Second Language Acquisition*, Oxford, U.K.: Blackwell Publishing. 362-381.

- Jared, Debra. 2008. Les évaluations à grande échelle de l'alphabétisation des élèves en immersion française. Encyclopédie sur le développement des jeunes (pp. 1-9). London, On. : Réseau canadien de recherche sur la langue et l'alphabétisation. Extrait de <http://www.literacyencyclopedia.ca/pdfs/topic/php?topId=239&fr=true>
- Krashen, Stephen. 1989. We acquire vocabulary and spelling by reading: Additional evidence for the input hypothesis. *The Modern Language Journal* 73(4). 440–464.
- Laufer, Batia. 2003. Vocabulary acquisition in a second language : Do learners really acquire most vocabulary by reading? Some empirical evidence. *Canadian Modern Language Review* 59(4). 567-587.
- McCarthy, Michael & Norbert Schmidt (eds.) 1997. *Vocabulary: description, acquisition and pedagogy*. Cambridge: Cambridge University Press. 122-139.
- Nation, I. S. Paul. 2001. *Learning vocabulary in another language*. Cambridge: Cambridge University Press.
- Palmberg, Rolf. 1987. Patterns of vocabulary development in foreign language learners. *Studies in Second Language Acquisition* 9. 201-220.
- Paribakht, Tahereh Sima & Marjorie Wesche. 1997. Vocabulary enhancement activities and reading for meaning in second language vocabulary acquisition. In J. Coady & T. Huckin (Eds.), *Second language vocabulary acquisition: A rationale for pedagogy*. Cambridge: Cambridge University Press. 174-199.
- Picoche, Jacqueline. 1993a. *Didactique du vocabulaire français*. Paris: Editions Nathan.
- Picoche, Jacqueline. 1993b. La cohérence des polysèmes, un outil pour débloquer l'enseignement du vocabulaire. *Repères*, 8, 11-28.
- Picoche, Jacqueline. 1999. Articles de fond. *Études de Linguistique Appliquée* 116. 421-434.
- Picoche, Jacqueline. 2001. L'outillage linguistique. *Cahiers de lexicologie* 78(1). 1-12.
- Picoche, Jacqueline. 2003. L'utilisation du DFU pour l'enseignement du vocabulaire. Articles de fond. Retrieved January 14 2009 from <http://jpicochelinguistique.free.fr/ENSEIGNEMENT/articlesdefond.html>
- Picoche, Jacqueline & Jean-Claude Rolland. 2002. *Dictionnaire du français usuel : 15 000 mots utiles en 442 articles*. Bruxelles : De Boeck, Duculot.
- Pitts, Michael, Howard White & Stephen Krashen. 1989. Acquiring second language vocabulary through reading: A replication of the Clockwork Orange study using second language acquirers. *Reading in a foreign language* 5(2). 271-275.
- Programme international pour le suivi des acquis des élèves (PISA). 2000. Retrieved October 10 2013 from [http://www.cmec.ca/210/Programmes-et-initiatives/Evaluation/Programme-international-pour-le-suivi-des-acquis-des-eleves-\(PISA\)/Apercu/index.html](http://www.cmec.ca/210/Programmes-et-initiatives/Evaluation/Programme-international-pour-le-suivi-des-acquis-des-eleves-(PISA)/Apercu/index.html)
- Qian, David D. 1996. ESL Vocabulary Acquisition: Contextualization and Decontextualization. *Canadian Modern Language Review* 53(1). 120-142.
- Read, John. 2000. *Assessing Vocabulary*. Cambridge : Cambridge University Press.
- Riegel, Martin, Jean-Christophe Pellat & René Rioul. 2009. *Grammaire méthodique du français*. Paris : Presses universitaires de France, collection Quadrigue, 4^e édition revue.
- Rolland, Jean-Claude & Jacqueline Picoche. 2012. *Vocalire: Les 7500 mots essentiels du lexique français*. Éditions Lulu.
- Tesnière, Lucien. 1959. *Éléments de syntaxe structurale*. Paris: Librairie Klincksieck.

- Tinkham, Thomas. 1997. The effects of semantic and thematic clustering on the learning of second language vocabulary. *Second Language Research* 13(2). 138-163.
- Tréville, Marie-Claude. 1987. Faut-il enseigner le vocabulaire dans la langue seconde ? Dans LeBlanc, R., Compain, J., Duquette, L. et Séguin, H. (eds.). 1987. *L'enseignement des langues secondes aux adultes : Recherches et pratiques*. Ottawa : Les Presses de l'Université d'Ottawa. 159-182.
- Tréville, Marie-Claude & Lise Duquette. 1996. *Enseigner le vocabulaire en classe de langue*. Paris : Hachette.
- Vancomelbeke, Philippe. 2004. *Enseigner le vocabulaire*. Paris : Éditions Nathan.
- Zahar, Rick, Tom Cobb & Nina Spada. 2001. Acquiring vocabulary through reading: Effects of frequency and contextual richness. *The Canadian Modern Language Review* 57(4). 541-572.
- 2012 Grade 12 Exit Survey: What's on your mind? Anglophone Sector. 2012. Department of Education and Early Childhood Development. Province of New Brunswick, Fredericton N.B.

Magdalena Trinder

Isolating the influence of gender on receptive skills in Second Language Acquisition: a quantitative study

The primary aim ascribed to my PhD thesis is to investigate the extent to which gender as an individual learner difference can be isolated as a factor which influences the language acquisition process. With so many other factors that have been proven to have an impact on SLA, I was inspired to examine empirically the problem of gender from a quantitative perspective in order to determine if, statistically, it is possible to isolate how the performance of males and females differs, and also the correlation between gender and other learner differences; namely personality and learning style. As a result of this, the main considerations in my thesis are connected with the structure and execution of a reliable experiment.

My first task was to decide how exactly to measure this in a way that would lend itself easily to statistical analysis. Consequently, it was decided that the productive skills would not be conducive to such a task, and this area has already been investigated quite extensively in terms of such questions as the varied communication strategies of males and females. Thus it was decided to investigate the performance of a sample group of participants over the course of an academic year in the receptive skills of reading and listening. The main factor in making such a choice was that the results of listening and reading exercises over the course of a year could easily be converted into a quantitative variable for statistical analysis.

The next task was to try to work out how, if it is at all possible, to assess the impact of one learner difference in isolation. As a consequence, the groups were chosen in order to demonstrate the greatest level of homogeneity. Three groups came from a private language school and were about to embark upon a course at the level C1 on the Common European Framework. Two groups were in the first year of the Bachelor's Degree in English Philology and were taught during Practical English classes. The main, and quite large, assumption here was that such factors as the age, motivation, social background and level of attainment of the participants would be relatively similar. Next, two other variables were investigated as it was deemed essential to ascertain the personality and learning style of the participants, which was achieved

with the use of credible questionnaires (The Honey and Mumford Learning Styles Questionnaire and the Jungian 16 Type Personality Test). The data was collected using an Audience Polling System (Turning Technologies) as it allowed for quick and easy data storage and collation, and also had a number of other benefits.

I am now at the stage of data analysis and statistical modelling to see how the three qualitative variables (learning style, personality and gender) relate to each other, and also to what extent it is possible to identify the influence of gender in isolation on the development of productive skills.

References:

- Arabski, J. (2012) "New perspectives on gender differences in language acquisition and learning"
In: J.Mininni, A.Manuti (eds) Applied psycholinguistics. Positive effects and ethical perspectives. Milano: FrancoAngeli.
- Ellis, R. 2008 The Study of Second Language Acquisition (2nd ed.). Oxford: Oxford University Press
- Honey, P. and Mumford, A. 2006 The Learning Styles Questionnaire. London: Pearson
- Hummel K. 2014 Introducing Second Language Acquisition: Perspectives and Practices, Wiley Blackwell: Oxford
- Mackey A., Gass S. 2012 Research Methods in Second Language Acquisition: A Practical Guide, Wiley Blackwell: Oxford
- Maubach, A.M., & Morgan, C. (2001) 'The Relationship Between Gender and Learning Styles Among A' Level Modern Language Students' [in:] Language Learning Journal, 23
- Skehan P. 1989 Individual Differences in Second Language Learning, Edward Arnold: London
- Stephenson, R.N. 2013 Jungian 16 Types Personality Test. PDF Edition: RichardStep.com Publishing

Katarzyna Załóg-Kociuga

Musical talent, language aptitude and their influence on L2 pronunciation accuracy

Numerous studies (e.g. Purcell and Suter 1989) have investigated the predictors of pronunciation accuracy and the factors hindering a native-like phonetic and phonological acquisition. Musical talent, defined as above-average auditory ability and sensitivity and oral mimicry ability, has been one of the subjects of these studies. Some of them (Flege, Munro and MacKay 1995, Flege, Yeni-Komshian and Liu 1999, Piske, MacKay and Flege 2001) reject the role of musical talent in the L2 sound acquisition, while other ones (Blickenstaff 1963, Sleva and Miyake 2006, Nardo and Reiterer 2009) advocate the existence of a positive correlation between musical talent and correct L2 pronunciation.

A high level of language aptitude is a predictor of a successful L2 acquisition by definition (Carroll and Sapon 1959). However, none of the tests measuring aptitude requires the testee to produce speech. For this reason, the relationship between the level of language aptitude measured by aptitude tests, such as MLAT (Carroll and Sapon 1959), and a successful L2 sound acquisition is still unclear and thus should be investigated. Sparse previous studies (e.g. Baker Smemoe and Haslam 2013) suggest that language aptitude may have an influence on pronunciation accuracy.

Since the studies on the relationship between musical talent and pronunciation accuracy are inconclusive and the relationship between language aptitude and pronunciation accuracy has not been widely researched yet, both these correlations will be investigated. In the research, pronunciation accuracy is understood as a correct perception and production of phonetic segments (articulation), word stress and intonation. Specifically, the study aims at answering questions:

- Does musical talent correlate with pronunciation accuracy?
- Does language aptitude correlate with pronunciation accuracy?
- Does musical talent correlate with language aptitude?

In order to answer these questions, a series of tests will be conducted on a group of academy of music students with high levels of musical proficiency. The tests will include:

- musical talent test, both in reception (e.g. Gordon 1989) and in production (conducted by the teachers of the academy of music),
- language aptitude test, specifically Alfabet Fonetyczny (Phonetic Script) and Ukryte Słowa (Spelling Clues) components of TUNJO (Rysiewicz 2008) – the Polish adaptation of the MLAT (Carroll and Sapon 1959),
- perception and articulation of phonetic segments test,
- perception and production of word stress test,
- perception and production of intonation test.

The calculation of the results of the tests will allow me to draw conclusions about the possible relationships between musical talent, language aptitude and pronunciation accuracy. It will help to gain more detailed knowledge about the relationship between musical talent and L2 acquisition and to verify a possible relationship between language aptitude and L2 pronunciation and between language aptitude and musical talent.

References:

- Baker Smemoe, W., and Haslam, N. 2013. The effect of language learning aptitude, strategy use and learning context on L2 pronunciation learning. *Applied Linguistics* 34(4). 435-456.
- Blickenstaff, C.B. 1963. Musical talents and foreign language learning ability. *Modern Language Journal* 47. 359-363.
- Carroll, J.B., and Sapon, S.M. 1959. *Modern Language Aptitude Test*. New York: The Psychological Corporation.
- Flege, J.E., Munro, M., and MacKay, I.R.A. 1995. Factors affecting strength of perceived foreign accent in a second language. *Journal of the Acoustical Society of America* 97. 3125-3134.
- Flege, J.E., Yeni-Komshian, G.H., and Liu, S. 1999. Age constraints on second-language acquisition. *Journal of Memory and Language* 41. 78-104.
- Gordon, E.E. 1989. *Advanced Measures of Music Audiation*. Chicago: G.I.A Publications.
- Nardo, D., and Reiterer, S.M. 2009. Musicality and phonetic language aptitude. In: Dogil, G., and Reiterer, S.M. (eds.) *Language Talent and Brain Activity. Trends in Applied Linguistics*. Berlin: De Gruyter. 213-255.
- Piske, T., MacKay, I.R.A., and Flege, J.E. 2001. Factors affecting degree of foreign accent in an L2: A review. *Journal of Phonetics* 29. 191-215.

- Purcell, E., and Suter, R. 1980. Predictors of pronunciation accuracy: A reexamination. *Language Learning* 30. 271-287.
- Rysiewicz, J. 2008. Measuring foreign language learning aptitude. Polish adaptation of The Modern Language Aptitude Test by Carroll and Sapon. *Poznań Studies in Contemporary Linguistics* 44(4). 569-595.
- Sleve, L.R., and Miyake, A. 2006. Individual differences in second-language proficiency. Does musical ability matter? *Psychological Science* 17(8). 675-681.