

34th International Conference on Second/Foreign Language Acquisition



Szczyrk, 18th – 20th May 2023

Psychological perspectives on second/foreign language learning and teaching

P R O G R A M M E

Thursday, 18th May

07.30 – 08.45	Breakfast
08.45-09.00	Conference opening Prof. Leszek Drong (Dean of the Faculty of Humanities, University of Silesia in Katowice) Prof. Adam Wojtaszek (Director of the Institute of Linguistics, University of Silesia in Katowice) Prof. Danuta Gabryś-Barker & Prof. Adam Wojtaszek (Organizing Committee)
09.00. – 10.00	Plenary session 1 Chair: Jean-Marc Dewaele Sarah Mercer <i>Psychological perspectives: Beyond the individual</i>

10.00-10.30	Coffee break			
	Section A	Section B	Section C	Section D
	Positive psychology & wellbeing Chair: Tammy Gregersen	Individual learner differences Chair: Mirosław Pawlak	FL teachers and teacher training Chair: Melanie Ellis	Multilingualism studies Chair: Agnieszka Otwinowska-Kasztelanic
10.30-11.00	Danuta Gabryś-Barker <i>EFL trainee teachers; understanding of their well-being: an exercise in awareness-raising</i>	Jean-Marc Dewaele, Maria Sanz Ferrer, Iman Kamal Ahmed, Alfaf Albakistani <i>The relationship between learners' multilingualism and their Foreign language Classroom Anxiety and Foreign Language Enjoyment</i>	Zbigniew Możejko <i>EFL pre-service teacher training from a psychological perspective: a meso-level analysis</i>	Julia Barnes <i>Living through various languages: positives and complications</i>
11.00-11.30	Sabina A. Nowak, Małgorzata Szulc-Kurpaska <i>"I find my thrive in teaching". Wellbeing and flourishing among EFL teachers of English</i>	Ewelina Mierzwa-Kamińska <i>Foreign Language enjoyment and Foreign Language Anxiety among Polish EFL learners</i>	Lorena Salud Gadella Kamstra <i>A preliminary study on EFL pre-service and in-service teacher training needs and challenges</i>	Pilar Safont <i>Status, solidarity, and social desirability in children's attitudes. What interviews may reveal about young learners' emotions in multilingual settings</i>
11.30 - 12.00	Deborah Azaryad Schechter <i>Positive psychology informed approaches to language teaching for learner wellbeing</i>	Katarzyna Ożańska-Ponikwia <i>Emotional intelligence, neuroticism and self-perceived L2 achievement</i>	Nuria Alonso Garcia, Jaime Demperio, Martyna Kozłowska <i>Portraits of engaged second language educators</i>	Colin Flynn <i>Adult learners of minority languages: Motivations, methods and multilingualism</i>
12.00 - 12.30	Jessica Sousa <i>Positive psychology reading</i>	Ewa Piechurska-Kuciel <i>The link between neuroticism</i>	Katarzyna Hryniuk <i>Preparation of Polish EFL</i>	

	<i>materials: Integrating reading skills and well-being in ESL instruction</i>	<i>and willingness to communicate can be explained by language anxiety</i>	<i>teachers for writing instruction: The case of one teacher training programme</i>	
12.30 – 13.00	Tünde Bodó, Katalin Piniel <i>Formative assessment in the EFL classroom: A positive psychology intervention study</i>	Katarzyna Nosidlak <i>Being a highly sensitive language learner (HSLLs) – students’ perspective on lights and shadows of their high sensitivity in the context of foreign language education</i>	Marzena Wysocka-Narewska, Aleksandra Kalaga <i>A diachronic review of EFL coursebooks in terms of developing emotions in the context of teaching English as a FL in Poland</i>	
13.00 – 14.00	Lunch			
14.00 – 15.00	Plenary session 2 Chair: David Singleton Jean Marc Dewaele <i>Why is personality such a weak predictor of success in foreign language learning?</i>			
	Section A Emotions from various perspectives Chair: Danuta Gabryś-Barker	Section B Various learning contexts Chair: Amy S. Thompson	Section C Foreign language learners’ development Chair: Adam Wojtaszek	Section D Varia Chair: Iwona Dronia
15:15 – 15:45	Anna Mystkowska-Wiertelak, Jakub Bielak <i>Language learners’ emotional engagement in task performance – an idiodynamic study</i>	Ingrid Bello-Rodzeń <i>It takes a (virtual) village to maintain home languages outside the home</i>	Agnieszka Leńko-Szymańska, Łucja Biel, Katarzyna Wasilewska <i>The acquisition of the article system by Polish advanced learners of English: evidence from legal translations</i>	David Singleton <i>Complexity theory and its contribution to SLA research</i>
15:45 – 16:15	Zdena Kralová, Jana Kamenicka	Anita Żytowicz-Kiedryńska	Justyna Leśniewska	Anna Pełczyńska

	<i>Make me feel and I'll remember (part 1)</i>	<i>Parentification, multiple identities and brokering intertwining in the interviews and micro-narratives of Polish bilingual teenagers living in the UK</i>	<i>Researching incidental acquisition of L2 English vocabulary from reading: challenges and developments</i>	<i>Self-esteem, utilitarian and aesthetic emotions in the context of SLA viewed from the perspective of language pragmatics selected tools of discourse analysis</i>
16:15 – 16:45	Jana Kamenicka, Zdena Kralová <i>Make me feel and I'll remember (part 2)</i>	Paweł Sobkowiak <i>Investigating individual factors and intercultural adjustment – evidence from sojourns abroad</i>	Janusz Arabski <i>Identifying stages of lexical processing of English words in phonetic transcription using the E-Z Reader computational model</i>	Łukasz Matusz <i>The language of abuse: a typology of taboos and swearing in cyber-bullying victims' reports on the basis of</i> https://cyberbullying.org./stories
16:45 – 17:15	Martina Šindelářová-Skupeňová <i>"I am afraid that I might catch some phrases": language advising and affective factors</i>	Michał Paradowski, R. Kirk Belnap, Dan P. Dewey, Nicole Whitby, Piotr Bródka, Michał Czuba <i>Language acquisition during an intensive sojourn abroad: Insights from dynamic social network analysis</i>	Ahmad Al Janadbah <i>Promise verb: Among Arabic Native speakers and Non-Native speakers' "Pragmatic comparative study"</i>	Anthony David Barker <i>The hegemony of educational technology in the 21st century: psychological and institutional perspectives</i>
17:15 – 17:45	Coffee break			
	Section A Positive psychology and well-being Chair: Katarzyna Papaja	Section B Learning trajectories and experiences Chair: Jakub Bielak	Section C Motivation Chair: Marek Derenowski	Section D Learner profiles, styles and strategies Chair: Anna Mystkowska-Wiertelak
17:45 – 18:15	Iwona Dronia <i>Students' emotional well-being and cognitive processes while reacting to compliments. The analysis of</i>	Takumi Aoyama <i>A qualitative analysis of Japanese EFL learners' learning trajectories</i>	Marta Dick-Bursztyn, Ewelina Cop, Patrycja Indycka <i>Station Rotation Model- the impact on English language students' motivation and</i>	Anna Zólyomi <i>Profiling Hungarian secondary school students based on their explicit and implicit learning behaviour</i>

	<i>written retrospective verbal protocols of Polish advanced users of English</i>		<i>engagement and teachers' perspective on its potential for the EFL classroom</i>	
18:15 – 18:45	Kayue Chan, Allison Baker, Ben McMurry <i>Does mental contrasting and goal setting affect writing students' self-regulation?</i>	Melanie Ellis <i>"This semester was probably the most difficult I have experienced so far". Analysing the experience of final year students of modern languages</i>	Bruno Costa, Jorge Pinto <i>Who cares if she has a cat? The impact of affect and interaction upon motivation in online Portuguese L2 classes during the Covid-19 pandemic.</i>	Allison Wallace Baker <i>The role of resilience in the self-regulatory cycles of language learning: A case study</i>
18:45 – 19:15	Nihan Erdemir, Raziye Sengül, Ferhat Karanfil <i>Effect of mindfulness-based practices on fostering the academic resilience of vocational high school students in Türkiye</i>	Agnieszka Habrat <i>The dynamics of student self-efficacy and academic engagement, and the relationship between them across a three-year course of English Philology</i>	Magdalena Trinder, Arkadiusz Pietluch <i>In search of the source of long-term motivation among tertiary level language students: the correlation between student engagement, life satisfaction and academic burnout</i>	Jakub Przybył <i>Facilitating self-regulated learning through pedagogic intervention</i>
20.00	Dinner			

Friday, 19th May

07:30 – 09:00	Breakfast			
09:00 – 10:00	Plenary session 3 Chair: Sarah Mercer Peter MacIntyre <i>Dynamics of Emotion</i>			
10:00 – 11:00	Plenary session 4 Chair: Peter MacIntyre Tammy Gregersen <i>Language Teacher Empathy-Building via Interventions in Nonverbal Awareness</i>			
11:00 – 11:30	Coffee break			
	Section A Positive psychology and well-being Chair: Paweł Sobkowiak	Section B Individual learner differences Chair: Ewa Piechurska-Kuciel	Section C Teacher education and development Chair: Jorge Pinto	Section D Multilingualism studies Chair: Michał B. Paradowski
11:30 – 12:00	Joanna Pitura <i>Facilitating wellbeing in a higher education EFL online writing classroom amidst turmoil</i>	Brygida Lika <i>The relationship between a personality trait, ambiguity tolerance, and students' attainment as well as their approach to learning a</i>	Olga Trendak-Suślik <i>Strategy training in the foreign language classroom – teachers' perspective</i>	Stano Kong <i>The acquisition of L3 French present simple and present progressive by adult Chinese speakers of advanced L2 English</i>

		<i>foreign language</i>		
12:00 – 12:30	Marek Derenowski <i>Positive psychology in senior learner education as a way to increase self-efficacy and positive self-image</i>	Katarzyna Rokoszevska <i>Intra-individual variability in the emergence of complexity, accuracy, and fluency in L2 English writing – the individual learners and the group</i>	Agnes T. Balla <i>The transformative impact of teacher education: the case of Szeged</i>	Kamil Długosz <i>The role of L1 Polish and L2 English in the acquisition of word order and subject pronouns in L3 German</i>
12:30 – 13:00	Agata Słowik-Krogulec <i>Exploring self-perceived well-being of older adult foreign language learners: Results of a pilot study</i>	Claudia Resch <i>Foreign language aptitude, learning environments, and motivational self-determination in Austrian primary school learners. Reflections on a pilot study</i>	Zsuzsanna Dégi <i>The transformative impact of teacher education; the case of Transylvania</i>	Agnieszka Otwinowska-Kasztelanic, Agata Ambroziak, Małgorzata Foryś-Nogala, Breno B. Silva, Olga Broniś, Aleksandra Janczarska, Borys Jastrzębski <i>Cross-linguistic similarity, awareness training and learning L3 words in class</i>
13:00 – 13:30	Benjamin McMurry, Joclyn Farrales, Lauren Smith, Maria Summers, Allison Baker, Dan Dewey <i>The effects of positive psychology interventions on teachers</i>	Agata Wolanin <i>Towards transmodern imagined selves: Exploring L2 students' language identity</i>	Karolina Baranowska, Shawn Loewen, Paweł Scheffler <i>Research-based teaching practices in Polish secondary schools: a questionnaire study</i>	Romana Kopecková <i>Exploring the dynamics of L2 and L3 motivation in multilingual adolescents</i>
13:30 – 14:30	Lunch			
14:30 – 15:30	Plenary session 5 Chair: Pilar Safont Joanna Nijakowska <i>Supporting language learning across diversity</i>			

15.30-16.00	Coffee break			
	Section A	Section B	Section C	Section D
	Emotions from various perspectives	Varia	FL teachers and teacher training	Developing language skills: focus on writing & varia
	Chair: Zbigniew Możejko	Chair: Joanna Nijakowska	Chair: Zsuzsanna Dégi	Chair: Katarzyna Hryniuk
16:00 – 16:30	Jasrael Stokes <i>How is foreign language anxiety impacted by listener behavior?</i>	Katarzyna Holewik <i>Reflection in public service interpreter training</i>	Tammy Gregersen, Katarzyna Papaja, Peter MacIntyre <i>The dynamic nature of foreign language teachers' feelings of authenticity: A first look</i>	Eak Prasad Duwadi <i>Significance of freewriting for writing</i>
16:30 – 17:00	Tomas Kos <i>An inquiry into support among young learners during common EFL classroom lessons</i>	Aleksandra Szymańska-Tworek <i>Conference interpreting in the light of ELF</i>	Jill Kay Partridge Salomon, Sandrine Marie Simon <i>Transforming mindsets: the case of primary school student teachers in Limoges, France</i>	Ghulam Abbas Khusik <i>Exploring the influence of various topics in three genres on syntactic complexity features in the writings of Finnish EFL learners rated across the A1, A2 and B1 CEFR levels</i>
17:00 – 17:30	Katarzyna Budzińska <i>Anxiety-alleviating pedagogical approaches in online foreign language instruction</i>	Maria Spiechowicz, Konrad Szcześniak <i>Learnability of complex emotions: A study of shame</i>	Csaba Kálmán, Katalin Piniel <i>Exceptionally motivating teachers' perceptions of flow in the foreign language classroom</i>	Roni Henkin, Roey Gafter, Eihab Abu-Rabiah <i>Where syntactic interference persists: the case of Hebrew written by native Arabic</i>

				<i>speakers</i>
17:30 – 18:00	Uxue Diez-Guiral, Alaitz Santos Berrondo, Jon Altuna Urdin <i>Gender differences in oral language anxiety in the English classroom: a case study from the Basque Country</i>	Barry Bai <i>Relationships between motivation and social and emotional learning in primary school students' English learning in Hong Kong</i>	Jitka Sedláčková <i>Exploring language learning histories of student teachers of EFL</i>	Sylwia Twardo <i>Adoption of rhetorical norms in expository writing through asynchronous online instruction</i>
18.00-18.30	Dino Dumančić <i>I'll do it tomorrow. Researching EFL teachers' self-efficacy beliefs, emotional experiences, and procrastination</i>	Tanja Durić <i>Concrete poetry in xenoglossophobia prevention</i>	Franziska Gerwers <i>"Sprachmittlung ist sinngemäßes Übersetzen" – German foreign language teachers' beliefs about the concept of mediation and its advantages and challenges</i>	Mirosław Pawlak <i>Tracing the development of grammar learning strategy use over time</i>
18.30-19.00	Anna Martinović <i>Learner engagement in L2 writing</i>		Katarzyna Bańka-Orłowska <i>The overview of online technologies for Chinese learners and teachers</i>	Amy S. Thompson, Ursula Lanvers, Marin East <i>Language learning in the age of Global English: reframing the narrative for the L1 English context</i>
20.00	Conference dinner			

Saturday, 20th May

08.00-09.00	Breakfast			
9.00-10.00	Hotel check-out			
	Section A	Section B	Section C	Section D
	Motivations and attitudes in context	Various learning contexts	Learning styles, strategies, beliefs	Meet the Editors session
	Chair: Katarzyna Ożańska-Ponikwia	Chair: Konrad Szcześniak	Chair: Colin Flynn	
10.00-10.30	Anna Bondarenko <i>Motivation in the foreign language classroom: The role of future selves and perceived self-efficacy</i>	Michał Paradowski, Karolina Czopek , Andrzej Jarynowski <i>Ukrainian refugees in Polish language courses: The role of peer interactions and intercomprehension</i>	Georgiana Ciobotaru, Gina-Aurora Necula <i>Romanian as foreign language-culture- linguistic integration activities</i>	Meet the Editors session: <i>International Journal of multilingualism</i> <i>Studies in Second Language Learning and Teaching</i> <i>Theory and Practice of Second Language Acquisition</i>

10.30-11.00	Lisa Marie Brinkmann <i>Motivation in the French foreign language classroom – A case study of the influence of portfolio work on students' investment</i>	Katarzyna Żák-Caplot <i>Linguistic taming of the museum – cultural taming of the self. Learning Polish as a foreign language in the museum space by Ukrainian war refugees</i>	Petra Langerová <i>How technical students actually learn English? Qualitative phase results of a mixed research into learning styles in English</i>	Meet the Editors session (cnt)
11.00-11.30	Anna Gralińska-Brawata <i>"To be honest, I don't care" – comparing the attitudes of first- and second-year university students on their pronunciation goals</i>	Katarzyna Morena <i>Academics' motivation to learn foreign languages</i>	Erzsebet Balogh <i>Pre-service teachers' stereotypes about their future students</i>	
11.30-11.45	Conference closing ceremony			
12.00 - 13.30	Lunch and departure			

Registration:

Wednesday **17th May: 6:00 pm – 9:00 pm**
Thursday **18th May: 7:30 am – 8:30 am & 1:30 – 2:00 pm**
Friday **19th May: 8:30 am – 9:00 am & 2:00 pm – 2:30 pm**

Meet the Editors session: 20th May, 10.00-11.00, section D

