



**28th INTERNATIONAL CONFERENCE on
SECOND LANGUAGE ACQUISITION and
FOREIGN LANGUAGE LEARNING**

Szczyrk, Poland, 19-21 May 2016

***Life-long learning: the age factor
in second/foreign language
acquisition and learning***

PROFESSOR JANUSZ ARABSKI: IN MEMORIAM

Professor Janusz Arabski, eminent linguist, authority in applied linguistics, and Polish pioneer in psycholinguistics, passed away on September 15th, 2015.

He was the Author of numerous scholarly papers and member of scientific societies in Poland and abroad, among others the Linguistic Committee of the Polish Academy of Sciences. He was awarded the Commander's Cross of the Order of Polish Revival and Gold Cross of Merit. A graduate in English at the University of Warsaw, he got his PhD at Adam Mickiewicz University, where he worked from 1965 to 1973. In the period 1973-2015, he was associated with the University of Silesia, where he was co-creator of the English Department. He was Deputy Dean at the Faculty of Philology (1981-1987) and Director of the Institute of English (1989-2008). He initiated new programmes of studies offering courses of translation, teaching translation of German, Arabic and, more recently, Chinese and Spanish into English. Prof. Arabski was also co-organizer of the Higher School of Management, Economics and Languages and its Vice-Rector (1994-2005). He was also closely linked to the International Society of Applied Psycholinguistics (ISAPL), not only because he organized the 7th ISAPL International Congress in Cieszyn in 2004, but also because he occupied the position of Vice-President of ISAPL and participated in almost all its congresses.



This conference is dedicated fondly to the memory of the late Prof. Janusz Arabski, a great linguist, psycholinguist and a master in all that he did, and in all that he inspired in the rest of us. We will pay homage to his memory by continuing to organise and popularise the ICSFLA Conference which was started by him twenty-eight years ago.

The Organising Committee of the 28th International Conference on Second/Foreign Language Acquisition
(University of Silesia, Institute of English, Poland)

28th International Conference on Second/Foreign language Acquisition

Life-long learning: the age factor in second/foreign language acquisition and learning

Szczyrk, 19th – 21st May 2016

P R O G R A M M E

Thursday, 19th May

07.30 – 09.00	Breakfast
09.00- 09.30	Conference opening Prof. Rafał Molencki (Dean of the Philological Department, University of Silesia) Prof. Adam Wojtaszek (Deputy Director of the Institute of English) Prof. Danuta Gabryś-Barker (Organising Committee)
09.30 – 10.30	Plenary session Chair: David Singleton Carmen Muñoz <i>Young foreign language learners: the beginning of a long journey</i>

10.30 – 11.00	Coffee break			
11.00– 11.30	Section A Chair: Carmen Muñoz Various aspects - different ages	Section B Chair: Anna Michońska-Stadnik Third age FL learners	Section C Chair: Andrzej Porzuczek Various dimensions of second language acquisition/foreign language learning	Section D Chair: Mirosław Pawlak Motivations, attitudes and beliefs
	Halina Chodkiewicz <i>Investigating EFL adult learners' ability to generate questions on lecture-based content</i>	Danuta Gabryś-Barker <i>FL instruction to seniors from the perspective of pre-service EFL teachers</i>	Ewa Waniek-Klimczak, Agata Klimczak-Pawlak <i>Prosody in academic presentations: action research report</i>	Joanna Nijakowska, Judith Kormos <i>Foreign language teachers' concerns, attitudes and self-efficacy beliefs on inclusive practices in teaching FL to students with dyslexia</i>
11.30 – 12.00	Barbara Loranc-Paszyk <i>Focus on written production of students enrolled in late CLIL programmes</i>	Monika Grotek <i>Life-long foreign language learning in the perception of teacher trainees and experienced learners of English at U3A</i>	Agnieszka Leńko-Szymańska <i>A corpus-based analysis of the development of phraseological competence in EFL learners using the Collgram profile</i>	Susana Gomez Martinez <i>CLIL and motivation: the effect on secondary school teachers and school managers</i>
12.00 – 12.30	Jolanta Latkowska <i>Investigating the growth of L2 proficiency in adults: evidence from written film retellings</i>	Anna Niżegorodcew <i>Teaching English to senior students in the eyes of English studies students</i>	Vasiliki Celia Antoniou <i>Scaffolding the development of the speaking skills of university students online in an L2 academic context: A socio-cultural theory (SCT) approach</i>	Fay Al Suwayeth <i>Extrinsic and intrinsic motivation for language learning. Does age matter. A case study of female learners in Graduate Programs in the UK</i>

12.30 – 14.00	Lunch		
14.00 – 15.00	Plenary session Chair: Danuta Gabryś-Barker Simone Pfenninger <i>The "earlier=better" assumption through the ages: On the origin and history of a myth in SLA and its pedagogical consequences</i>		
	Section A Chair: Anna Niżegorodcew Bilingual children	Section B Chair: Monika Grotek Third age FL learners	Section C Chair: Danuta Gabryś-Barker Multilingual language acquisition
15:30 – 16:00	Agnieszka Otwinowska-Kasztelanic, Karolina Mieszkowska, Marcin Opacki <i>The age factor in discourse abilities: simultaneous vs sequential bilingual children</i>	Miroslaw Pawlak, Marek Derenowski, Anna Mystkowska-Wiertelak <i>The use of learning strategies by third age learners. Insights from a qualitative study</i>	Dakota J. Thomas-Wilhelm, Carmen Pérez-Vidal <i>The (un)countable dilemma in the case of multilingual EFL learners</i>
16:00 – 16:30	Dariusz Zembrzuski, Marek Krzemiński, Jakub Szewczyk, Ewa Zajbt <i>How early bilinguals acquire prosodic patterns. Word stress in the speech of Polish-English bilingual children</i>	Ewa Piechurska-Kuciel, Magdalena Szyszka <i>The use of compensatory strategies in senior students of English</i>	Dorota Lipińska <i>The influence of age and L2 on third language acquisition in a corporate environment</i>
16:30 – 17:00	Marta Marecka, Magdalena Wrembel, Karolina Mieszkowska, Agnieszka Otwinowska-Kasztelanic <i>When L1 becomes a foreign</i>	Anna Michońska-Stadnik <i>Advanced adult students' beliefs on the influence of metalinguistic awareness on their language performance</i>	Ingrid Bello Rodzeń <i>Parents' views on how age affects multilingualism</i>

	<i>language: foreign accentedness in the L1 speech of young Polish-English bilinguals</i>			
17:00 – 17:30	Munirah Al Ajlan <i>Bilingual youths identity/ies construction through code-switching</i>	Danuta Wiśniewska <i>The perception of foreign language signs in public spaces by middle-aged and senior citizens. Shop names</i>	Sonia Szramek-Karcz <i>Intentional Bilingualism from a monolingual parent perspective: language acquisition.</i>	
17:30 – 18:00	Coffee break			
	Section A Chair: Liliana Piasecka Foreign language teachers and their professional development	Section B Chair: Joanna Nijakowska Third age FL learners	Section C Chair: Ewa Waniek-Klimczak Various dimensions of second language acquisition/foreign language learning	Section D Chair: Ewa Piechurska-Kuciel Motivations, attitudes and beliefs
18:00 – 18:30	Teresa Maria Włosowicz <i>English language attrition in teachers: Questions of language proficiency, language maintenance and language attitudes</i>	Anna Maria Brzostyńska <i>Students in the third age – a foreign language teaching and learning. The difficulties for both students and teachers</i>	Romuald Gozdawa-Gołębiowski, Marcin Opacki <i>Towards a distribution-based corpus analysis of transfer susceptible NP modifiers. A case of Polish advanced users of L2 English</i>	Mirosław Pawlak, Anna Mystkowska-Wiertelak <i>Temporal changes in language learning motivation in a university-level class: The effect of individual and contextual variables</i>
18:30 – 19:00	Zbigniew P. Możejko <i>Can teachers' beliefs about the effect of age help shape teacher-training curricula. A case study</i>	Marek Derenowski <i>Identifying the characteristics of foreign language teachers who work with senior learners</i>	Mable Chan <i>L2 acquisition of tense and aspect by Cantonese and Mandarin ESL learners of different proficiency levels</i>	Zoia Vinogradova <i>Motivation to learn French: how does it change with age?</i>

19:00 – 19:30	Katarzyna Ożańska-Ponikwia <i>Personality traits of Extraversion/Introversion and speaking in a foreign language</i>	Beata Malczewska-Webb <i>Meet an older woman from another country: age as a factor in international education</i>	Atef A. Al-Sarayreh <i>Constraints on have- cliticisation and accessibility of universal grammar in native speakers and foreign language learners</i>	Joanna Rokita-Jaśkow <i>International posture and attitudes to learning Polish among students participating in the Erasmus+ mobility programme</i>
20.30	Dinner			

Friday, 20th May

07:30 – 09:00	Breakfast			
09:00 – 10:00	Plenary session 1 Chair: Adam Wojtaszek David Singleton <i>Really late learners: Some research context and some practical hints</i>			
10:00 – 11:00	Plenary session 2 Chair: Hanna Komorowska David Green <i>Trajectories into the unknown</i>			
11:00 – 11:30	Coffee break			
	Section A Chair: Zbigniew Możejko Various aspects- different ages	Section B Chair: Agnieszka Otwinowska-Kasztelanic Third age FL learners	Section C Chair: Arkadiusz Rojczyk Various dimensions of second language acquisition/foreign language learning	Section D Chair: Maria Wysocka Testing

11:30 – 12:00	Piotr Steinbrich <i>Towards a descriptive model of young learners' competences in English as a foreign language</i>	Sila Ay <i>Beliefs about the language students who are beyond the age of 45</i>	Małgorzata Szupica-Pyrzanowska <i>English inflection in real time – evidence from eye tracking</i>	Germán Mira <i>The incidence of phrasal verbs for effective listening comprehension in two standardized EFL tests</i>
12:00 – 12:30	Katarzyna Bańka <i>The age factor in Chinese language acquisition. Pinyin and Hanzi learning methods depending on the age criteria.</i>	Dagmara Gałajda <i>Development of self-concept of an adult learner. A case study</i>	Katarzyna Załóg-Kociuga <i>Comma placement in Polish and English – students' knowledge in theory and in practice. A pilot study.</i>	Jakub Bielak <i>Investigating English majors' emotions and affective strategy use in relation to an actual oral English exam</i>
12:30 – 13:00		Sabina A. Nowak <i>Can learners develop lifelong learning soft skills through reflective learning journals?</i>	Adam Palka <i>"Heartaching" re-conceptualisation in English – from physical to non-physical heartaches and back</i>	Aleksandra Szymańska-Tworek <i>Towards ELF-compatible testing: perceptions of pre-service teachers</i>
13:00 – 14:30	Lunch			
14:30 – 15:30	Plenary session Chair: David Green Hanna Komorowska <i>Self, age and language</i>			
15:30 – 16:00	Coffee break			

	Section A Chair: Piotr Steinbrich Foreign language teachers and their professional development	Section B Chair: Dagmara Gałajda Third age FL learners	Section C Chair: Romuald Gozdawa-Gołębiowski Various dimensions of second language acquisition/foreign language learning	Section D DOCTORAL WORKSHOP Facilitators: Anna Niżegorodcew Danuta Gabryś-Barker
16:00 – 16:30	Inna Samoylyukevych <i>The New Generation School Teacher Project as a three-dimension professional development opportunity: An insider´s perspective</i>	Agata Klimczak-Pawlak, Sylwia Kossakowska-Pisarek <i>"I need English for life". Needs cluster analysis of adult language learners at Open University EFL courses</i>	Andrzej Porzuczek, Arkadiusz Rojczyk <i>Explicit instruction versus intuition/experience: Is intonation teachable?</i>	Małgorzata Serafin <i>Individually or in a group? Investigating the most beneficial form of classroom interaction</i>
16:30 – 17:00	Svitalana Prokhoroval <i>Informal education as a source of teacher development</i>	Liliana Piasecka <i>Old dogs and new tricks: mature adults learning a foreign language</i>	Ewa Waniek-Klimczak <i>Age in the acquisition of L2 English temporal parameter by native speakers of Polish: a re-assessment</i>	Alexa von Hagen <i>Developmental dyslexia and second language learning</i>
17:00 – 17:30	Weronika Szubko-Sitarek <i>Can parents benefit from their involvement in the process of ELT to young learners?</i>	Agata Słowik <i>Different perspectives on the use of L1 in teaching the elderly</i>	Magdalena Zając <i>Spelling-based pronunciations in L2 English speech – the case of "o"</i>	Anna Kiszczak <i>Increasing the learning potential of disciplinary texts by means of student-generated questions in EFL settings</i>
17:30 – 18:00	Anita Żytowicz <i>Living in the UK and acquiring it all from the perspective of Polish bilinguals</i>			

20.00	Conference dinner
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Saturday, 21st May

08.00-09.30	Breakfast			
	Section A	Section B Chair: Marek Derenowski Third age FL learners	Section C	Section D
09.30-10.00		Agnieszka Ślęzak-Świat <i>Vestibular proprioceptive disorders in third age university students and their impact on foreign language learning and reading comprehension performance</i>		
10:00-10.30		Eulalio Fernandez Sanchez <i>The influence of social distance on late learners enrolled in foreign language instruction programs</i>		
10.30-11.00		Anna Pot <i>Aging in an L2 environment: stimulating L2 use to promote healthy (mental) aging process of female Turkish migrants in the Netherlands</i>		
11.30-12.00	Coffee break			
12.00-12.30	Conference closing			

12.30- 14.00	Lunch
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Registration:

Wednesday 18th May:

6:00 pm – 9:00 pm

Thursday 19th May:

7:30 am – 8:30 am & 12:30 – 1:30 pm

Friday 20th May:

8:30 am – 9:00 am & 1:00 pm – 2:00 pm

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ICFSLA 2016 – BOOK OF ABSTRACTS

Plenary talks

David W. Green

University College London

Trajectories into the unknown

Brains age but the capacity for neuroplastic change remains. We know that neural change reflects the particular neurocognitive demands of a skill. We also know that language use is a complex skill and induces demand on two networks: a language network and a language control network. Demand on both networks inevitably increases with the learning and use of further languages and neuroimaging data help identify such demand increases. However the capacity to meet demand is constrained. Unshackled from sensitive periods as the language learning brain may be it is still subject to constraints as a function of age and other factors (e.g., physical exercise) and such constraints should predict individual differences in language learning trajectories. The challenge is to predict these. I will have a go.

Hanna Komorowska

University of Social Sciences and Humanities/University of Warsaw, Warsaw

Self, age and language

The paper will overview processes through which the self develops across the life span, the role language plays in particular stages of this development and ways in which self-concept and other related variables are expressed in and through interaction. It will also look at ways in which language and the self are intertwined in particular age groups of monolinguals, bilinguals and multilinguals interacting within different relational contexts. Attention will be given to the concept of the L2 self to examine its usefulness for conducting research on second language acquisition by children and adolescents. Implications for the social psychology of the language classroom will be sought in order to reduce competition and promote learner autonomy.

Carmen Muñoz

University of Barcelona

Young foreign language learners: the beginning of a long journey

In this talk I will present findings from a 7-year longitudinal study that tracked the linguistic, attitudinal, and motivational changes of a group of young learners from different schools, from the first year of primary education to the first year of secondary education. The study followed a mixed-method approach and included tests of receptive skills and of productive written skills to the whole cohort and tests of productive oral skills to a sub-group of focal learners; one-on-one interviews with the focal learners; interviews to teachers and school principals; parents' questionnaires; and classroom observations. The triangulation of the results highlight the role played by individual (aptitude and motivation) and contextual factors (family and exposure) in shaping their progress as learners and their achievement in English.

Simone E. Pfenninger

University of Zurich

The 'earlier=better' assumption through the ages:

On the origin and history of a myth in SLA and its pedagogical consequences

The optimal age debate is a discussion in which anecdotal opinion, practical experience, theoretical arguments, and research are all mixed up. At its core we find the 'earlier=better' assumption, i.e. the idea that young children learn a second language 'more easily' than adults, which has a long history and has kept returning from time to time. It has helped to drive an ideological discourse on early foreign language instruction in school contexts and on how foreign languages should be taught. Because of scientific evidence mounting steadily against the contention that, to reach very advanced levels of proficiency in a second language, instructed L2/FL learners do best to start in early childhood, the 'earlier=better' assumption in this context is often referred to as a 'language myth' (see e.g. Watts, 2011). In this paper, it is my goal to dust off and reexamine this assumption – without necessarily branding the myth as a complete untruth. I shall outline how this myth began to emerge in the worlds of ancient Greece and Rome, and I shall trace its progress into twenty-first-century discourses on FL teaching and learning. Why was the 'earlier=better' assumption made for second language acquisition in the first place? What is the reason for elaborating this myth in recent history? I then give a brief account of the main research findings concerning early L2/FL learning, including pointing to methodological and statistical pitfalls and caveats, and I analyze why the myth and the "reality" emerging from research are so difficult to reconcile.

One of the most important points that I would like to make in this historical *tour d'horizon* is that consistent and intensive collaboration between practitioners, politicians and researchers is needed in order to understand and address mutual interests and concerns through shared discussion, data collection, analysis and interpretation. As Watts (2011: 303) noted correctly, we need to know about myths, as well as the ideologies that have been constructed, if we are to be able to present alternative solutions.

Reference

Watts, R. J. 2011. *Language Myths and the History of English*. Oxford: OUP.

David Singleton

Pannonia University/Trinity College

Really late learners: some research context and some practical hints

This paper will begin with a brief general summary of our state of knowledge and ignorance regarding age and language learning, including mention of the controversy surrounding the Critical Period Hypothesis. It will then go on to discuss the question of acquiring additional languages in late adulthood and senescence. The conditions for such learning will be contextualized, on the one hand, in reference to such negative factors as the decline of the acuity of the senses and, on the other, in reference to more promising indications such as those that show that some aspects of learning, given an active mind, continue until death. The final part of the paper will address the matter of the teaching of additional languages to learners in late middle age and in the "third age"- what planners and teachers need to be attentive to and the areas in which they can expect late language learners to excel.

Presentations

Atef A. Al-Sarayreh

Constraints on Have-Cliticisation and Accessibility of Universal Grammar in Native Speakers and Foreign Language Learners

The study addresses the acquisition of the constraints on have-cliticisation by Jordanian learners of English as a foreign language within the Universal Grammar (UG) paradigm. In contrast to sentences like (1) below, sentences like (2) are assumed to be ungrammatical due to a null T constituent that intervenes between have and its host thus blocking have-cliticisation. This Null T constituent is assumed to follow from the general assumption (i.e. UG Condition, namely, the TP Projection Principle) "that all clauses contain a TP, and that T is overt in clauses containing a finite auxiliary or infinitive to, but is null elsewhere" (Radford 2009: 112) .

(1) We've bought a car.

(2) *We've our car washed every week.

Based on the results of a grammaticality judgment test, the study shows that native speakers of Jordanian Arabic who are learning English as a foreign language are aware of the adjacency constraint on have-cliticisation and thus they know the TP Projection Principle considering that have-cliticisation is undetermined by input and that it cannot transfer from Arabic into English as Arabic does not observe auxiliary contraction at all.

Munirah AlAjlan

Bilingual Youths Identity/ies Construction through Code-switching

Hymes (1979) defined communicative competence as the speaker's ability to know when to speak, when not, and what to talk about with whom, when, where, and in what manner. Hence, a speaker who is capable of using two languages (or more) appropriately is said to be a bilingual/multilingual. Bilingual speakers often code switch from one language to another with ease and fluidity, following the syntactic and semantic rules of one language, yet being aware of both rules of the two languages (Muysken, 2000, Heredia and Altariba, 2001). There are many definitions of this phenomenon, and this paper defines it using Gumperz' (1982) definition as 'the juxtaposition within the same speech exchange of passages of speech belonging to two grammatical systems or subsystems' (59). Language is considered to continually emerge, socially mediate, and self-organizing resource for identity construction and interaction. Thus, I examine how bilinguals construct their identities through, in particular, their linguistics resources. I adopt both qualitative and quantitative case study research design in order to answer the following questions: (1) How do Kuwaiti bilinguals construct their identities using code-switching? (2) How does the context and the age affect their discourse strategies? Using Lave and Wenger (1992)'s Community of Practice framework, I include both early and achieved bilinguals. Statistics revealed that both types of bilinguals code-switch equally. Also, results showed that contexts play a significant role in the use of this linguistic phenomenon. The main purpose of this study is to document Kuwaiti bilinguals' linguistic choices in using the process of code-switching.

Fay AlSuwayeh

Extrinsic or Intrinsic Motivation for Language Learning, Does Age matter: a Case Study of Female Learners in Graduate Programs in the UK

Second Language Acquisition (SLA) may be described as a systematic study of the way in which people acquire a second language (L2); two major goals of SLA research are description of L2 acquisition and explanation of external and internal factors affecting the ways in which L2 learners learn a target language (Ellis 1997). As stated by Lightbrow and Spada (2006), both the learners' internal characteristics and the learning environment tend to influence the SLA process considerably; however, the role of motivation in L2 acquisition is exceptional, and similarly high across genders, ages, and other features of L2 learners. Modern SLA research suggests that there are two distinct types of motivation in L2 learning: instrumental motivation and integrative motivation (Cook 2013). Both types of L2 motivation may lead to the learner's success, but a lack thereof may cause serious challenges in SLA. The present study is conducted as a qualitative inquiry characterized by Merriam (2009) as focusing on the meaning in context, thus using data collection instruments sensitive to the underlying meaning. I have selected a sample of five Kuwaiti female graduate students in the UK. These participants were interviewed in an informal environment of café or restaurant meeting. The results indicated both personal and professional advantages of L2 learning, which implies that intrinsic and extrinsic motivation types are closely interconnected, and there is no clear-cut dichotomy between them.

Sıla Ay

Beliefs about the Language Students Who Are Beyond the Age of 45

Studies on foreign language learning mostly focuses on young language learners. However, current developments in the idea of lifelong learning suggest an expansion of the age spectrum towards a more balanced theoretical approach to foreign language learning concepts. In Turkey, the most studied foreign language is English but languages like German, French, Italian, Spanish, Japanese, Russian and Arabic are also learned by a considerable amount of people. One of the long-established language institute is Ankara University's Language Teaching Centre (TÖMER). In this institute a wide range of students study languages and receive language passports which are valid by Common European Framework of Reference for Languages.

The present study addresses the lifelong learning issue by focusing on the question whether foreign language learning motivation is subject to age-related variance or not. In order to have a preunderstanding of the age profile of the learners, TÖMER's records between 2010 and 2015 were used. The records showed that 94.64 % of the students were between the ages of 15 and 45. This may be interpreted as people beyond the age of 45 are timid about starting to learn a foreign language. To explain this fact, it was investigated by a questionnaire, whether these learners have second thoughts about starting a new learning process, concerning their cognitive abilities as well as brain capacity and plasticity. Apart from the age of acquisition other learning parameters such as motivation, commitment and maturity-related aspects were also taken into consideration. The findings about learners' beliefs about lifelong language learning and being an elder student are discussed on the basis of geragogy studies and the optimal age discussion.

Katarzyna Bańka

The age factor in Chinese language acquisition. Pinyin and Hanzi learning methods depending on the age criteria.

Spoken and written Chinese differs from the Indo-European languages in a great deal of areas. Not only the tonality of the language, but also the stroke order and the stroke shapes are continually crucial to Chinese native speakers and their writing system (Zhou J. 1998; Sun, Chafoen. 2006).

This paper is devoted to the contrastive analysis the process of acquisition of spoken and written Chinese depending on the students' age criteria. The research for the purposes of this article has been conducted on the students of three age groups, children, youth and adults. The acquisition of both 'hanzi' and 'pinyin' had been analyzed over the period of one semestre.

It turns out, the students in all the three age groups perceived the above mentioned aspects of spoken and written Chinese differently, depending on the learning stage they found themselves in. Finally, the most important issues will be pointed out and compared to one another. The research will be enriched with examples and comments concerning the learning process of Chinese characters by the research subjects.

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Ingrid Bello-Rodzeń

Parents' Views on How Age Affects Multilingualism

The age effect has been identified as one of the crucial issues in the field of second language acquisition both in theoretical and applied research (Muñoz, 2010). Age is also one of the matters that receives parents' attention at different points in their children's language acquisition process, especially when three or more languages are involved. In such cases, it is not uncommon for parents to consult an expert, but also to exchange opinions with peers on social networks. This talk will address the age factor from a parental perspective by examining age-related issues in multilingual language acquisition (MLA) as discussed in the "Q&A" (questions and answers) section of parent weblogs that specialize in this topic. Both a macro- and microstructure analysis of a sample data set will serve to illustrate the form and content of the written interactions held by parents who form a virtual pro-multilingualism community. At first, a classification of the queries, together with a description of the concerns about the age-MLA relationship will be offered. Afterwards, the discursive strategies employed and the information given by parent-bloggers in their answers will be used to identify their arguments. Overall, the session will examine parents' concerns and opinions about the influence of age in a child's multilingualism, while acknowledging the role of parent networking in understanding this issue.

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Jakub Bielak

Investigating English majors' emotions and affective strategy use in relation to an actual oral English exam

The paper reports a study which, being a part of a larger research project, investigated the nature of the emotions experienced by a group of English majors studying at a Polish university in relation to a relatively high-stakes actual oral EFL exam as well as their use of affective strategies in relation to the same exam. Mostly qualitative data were gathered by a number of self-report instruments including surveys and interviews. First, they showed that the participants experienced significant amounts of anxiety in relation to the exam, which cannot be said about more positive emotions such as self-confidence or pride. The analysis of the data also revealed that the participants used only a restricted set of language learning strategies of the affective sort, mostly relaxation and self-encouragement (positive thinking), both in general and in relation to the oral exam. The paper discusses some pedagogical implications of the findings with special emphasis on affective strategy instruction intended to improve emotions in relation to oral exams testing the knowledge of foreign languages.

Vasiliki Celia Antoniou

Scaffolding the development of the speaking skills of University students online in an L2 academic context: A socio-cultural theory (SCT) approach

“Scaffolding”, a term first used by Bruner (1978), refers to the support that an instructor can provide to learners so that they can perform linguistic functions at a much higher level than is possible on their own. In recent years, research has shown that written English for Academic Purposes (EAP) has received much deserved attention (Swales and Lee, 2006), the same though is much less true of spoken EAP and especially in terms of facilitating this process in online contexts. The present study investigates the design of an online Moodle pedagogic unit and its relative value to foster understanding at a conceptual level by users of L2 English in an academic context. The academic training provided focused on the design of speaking activities based on assigned academic readings and the pedagogic unit offered various in-built scaffolding mechanisms to support the completion of each task. The study involved 13 L2 advanced English students doing postgraduate studies at a British university. The data were obtained by i) transcribing pre- and post treatment individual introspection tasks ii) a qualitative and quantitative analysis of created pre- and post treatment concept maps and iii) a qualitative analysis of pre and post-treatment oral presentations based on the constructed concept maps. The findings revealed that the training helped most of the participants develop a deeper understanding of academic articles at a conceptual level and therefore improve on their academic oral presentation skills significantly. Insights into the development of the learners’ ability to effectively deliver an oral presentation were also gained through analysis of the students’ recorded online activity during the treatment (screen captures). On the basis of these qualitative findings, the value of the various scaffolding mechanisms will be briefly discussed in relation to successfully supporting the completion of the online training.

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Anna Maria Brzostyńska

Students in the third age – a foreign language teaching and learning. The difficulties for both students and teachers.

Teaching small children is a big challenge for the teacher. One needs to find a suitable way how to motivate learners and encourage them to learn a language. Teaching students in the third age is much bigger challenge, as the teacher has to encourage, motivate and convince that a particular student is not too old to start learning a foreign language, and is able to acquire new knowledge.

The first part of presentation focuses on differences and similarities between young learners and students in the third age. These students need a lot of practical information about the language and its rules. Children cannot think in an abstract way so the exercises must be as similar to the real life situations as possible. What is more, students in the third age want to feel that they improve their language skills as children do. Furthermore, these students spend more time learning new vocabulary, as they cannot remember new words and phrases as fast as younger learners can. The second part of presentation analyses the research study focuses on a particular student. It is based on observation of this student's behaviour during the private lessons, the level of motivation to learn a language, and the teacher's roles.

Mable Chan

L2 acquisition of tense and aspect by Cantonese and Mandarin ESL learners of different proficiency levels

The present study about the acquisition of tense and aspect by Cantonese and Mandarin ESL learners aims to investigate the relationship between knowledge, the role that classroom input plays in the development of that knowledge, and learners' use of the L2 knowledge they acquire (i.e. their performance). Chinese has been argued as a tenseless language (e.g. Li and Thompson 1981) and Chinese ESL learners have to acquire the property from scratch.

The study of acquisition of tense and aspect is a very fruitful research area in second language acquisition for a number of reasons. First, tense and aspect are notorious for being difficult for Chinese ESL learners. Second, to our knowledge, no studies have been done to compare Cantonese and Mandarin ESL learners and age effects in one single study. Data are now being collected and the findings from this comparison study of tense-aspect acquisition will shed light on both theoretical and pedagogical issues in second language acquisition, and contribute to a better understanding of both theoretical aspect concerning L2 acquisition of tense and aspect, and pedagogy of tense for L2 Chinese ESL learners.

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Halina Chodkiewicz

Investigating EFL adult learners' ability to generate questions on lecture-based content

The study reported in this presentation aimed to investigate the ability of generating lecture-based questions by EFL adult learners as well as their evaluation and perceptions of the tasks that required designing a range of self-generated questions. In order to enhance the students' engagement in processing the lecture material (six subsequent

lectures), 20 English philology students who participated in the study were instructed to generate three questions on the issues covered in each lecture after it had been delivered. Then, working in pairs, they asked their partners the questions so as to obtain the answers (reciprocal peer questioning). The quality of the questions prepared by the students was analysed in terms of the extent to which the questions relied on the lecture material, their cognitive depth, and the language problems the students experienced while formulating the questions. In the final part of the study, the students filled in a questionnaire that made it possible to find out how they evaluated their experience in performing lecture-based tasks that demanded generating questions. Moreover, their perceptions as to the usefulness and effectiveness of self-generated questions as a strategy enhancing the comprehension of academic lectures were elicited. Some implications of the findings of the study for training foreign language teachers will be suggested.

Marek Derenowski

Identifying the characteristics of foreign language teachers who work with senior learners

Berndt (2001) claims that foreign language education often has compensatory features for older learners, e.g. making up for missed opportunities; meeting people and maintaining or developing social contacts. Many seniors attend in older age simply to have their brain stimulate. Undoubtedly older foreign language learners display a set of characteristics which make them unique in their language learning process and classroom behavior. For example many older learners fear failure more than their younger counterparts. They may also exhibit greater hesitancy in learning. Furthermore, older learners may have already developed learning strategies that have served them well in other contexts. As a result, foreign language teachers who work with senior learners need to display a set of qualities such as being flexible enough to allow different approaches to the learning task inside the classroom. Therefore, the study described in the presentation aimed at identifying characteristic features of foreign language teachers who work with senior learners in the foreign language classroom.

Eulalio Fernández Sánchez

The influence of social distance on late learners enrolled in foreign language instruction programs

This contribution intends to reveal the influence of social distance in the process of acquisition of English as a foreign language experienced by late learners within an adult language instruction program supported by the University of Córdoba (Spain). Our research has been developed upon the assumption of the acculturation model according to which social distance turns out to be a key factor in the motivation of learners towards the L2 culture and particularly towards the L2 learning process. The study we have carried out has shown the relationship between the degree of social distance experienced by a sample of 400 late learners (aged over 55) undergoing a 4-year English learning instruction program and some aspects of their learning process such as: stay in the program, self-awareness of L2 learning progress, degree of proficiency on oral and/or written skills, and management of autonomous learning strategies (cognitive, meta-cognitive and social-affective). The results achieved in this research mainly have an explanatory value, although they also provide us with an observational and empirical evidence from which new teaching procedures can be implemented in order to

compensate for high levels of social distance, on the one hand, and to take advantage of low ones, on the other hand; thus resulting into a significant and efficient methodological improvement of late learners' L2 acquisition processes.

Danuta Gabryś-Barker

FL instruction to seniors from the perspective of pre-service EFL teachers

The study of adult-learning does not have a very long tradition; it was initiated by Malcolm Knowles in the United States in the middle of the 20th century. However, a fast-growing interest in this area of research can now be observed due to ageing populations, especially in the European context. Among others, it is perceived as an acute problem in Polish society (Jaroszewska 2013). Thus, numerous institutions have come into being attempting to accommodate seniors in modern society by offering a wide range of educational opportunities, among them the Third Age Universities. The main focus of this presentation lies in the specific context of teaching adults, namely in foreign language instruction offered to the learners in this age group. It assesses the adequacy of teacher training in this area as it is perceived by pre-service EFL teachers. The data demonstrates clearly an urgent need for more instruction in teaching a FL to senior learners.

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Susana Gomez Martínez

CLIL and motivation: the effect on secondary school teachers and school managers

This paper reports the results obtained in a three year longitudinal research project carried out in Spain which analyses the (de)motivating factors in English-medium content courses. The data presented here is the result of three group discussions carried out with 9 teachers and the school director from a public high school in Spain where CLIL programme has been running over the last 10 years. The results obtained within the Spanish context are very interesting and revealing, especially in terms of motivation and achievements, although some weaknesses and potential ideas for improvement will also be highlighted.

Susana Gomez Martínez

Implementing music and ICT into language learning: an innovative practice

There is a huge need to motivate young students to learn languages, focus on digital competencies and be creative, and music and Web 2.0. tools have shown to be a very potential stimulus. PopuLLar (www.popullar.eu), a European Union, funded, innovative, educational project is designed to harness music and ICT, the primary social interests of youngsters, into their language learning.

Three are the main aims of this poster: (i) to discuss with the audience the key ideas of the project : participants, benefits, steps, methodology, necessary material to implement it, (ii) show real examples from students around Europe, (iii) support the

success of the project in the light of the results obtained from a research study carried out with a group of students participating in the project, and the big dissemination achieved all around Europe.

Romuald Gozdawa-Gołębiowski and Marcin Opacki

Towards a distribution-based corpus analysis of transfer-susceptible NP modifiers. A case of Polish advanced users of L2 English

The present study investigates transfer phenomena in Polish users of English at varying competence levels. We inspect the frequency of morphemes which are postulated to be transfer-susceptible (Hulk and Muller, 2000; c.f. Bu 2012). For our analysis, we chose four functional morphemes: the possessive ['s], the genitive [of], and two English articles, the indefinite [a] and the definite [the]. Our data consisted of a corpus of student writing (N=150 B2 Polish learners of English, N=224 C1 non-Polish learners of English, and N=192 Polish C1 students, mean age=20, SD=4), supplemented by an NS reference group (N=32). Our main analysis afforded significant variation among conditions, $F(6,2292) = 109.01, p < 0.05$. The mean score of the B2, L1-Polish group ($M = 5.58, SD = 4.11$) was significantly lower than that of the C1-Polish group ($M = 12.55, SD = 8.79$). However, no significant difference was observed between the C1 groups, with the C1-L1 non-Polish group ($M = 12.24, SD = 8.95$) having a similar score to its Polish counterpart. The frequency of all studied morphemes can be correlated with learner level, while any effect of L1-background remains negligible. We argue that this finding marginalizes the influence of transfer in monitored L2 outputs.

Monika Grotek

Life-long foreign language learning in the perception of teacher trainees and experienced learners of English at U3A

Actions promoting the idea of life-long learning constitute a common approach to providing senior citizens with opportunities to age successfully. It is discernible in a growing number of courses organised for the retired to cater for their needs to maintain high levels of cognitive functioning but also to provide opportunities to gain knowledge and develop new skills in late adulthood. The specificity of teaching a foreign language to elderly learners requires attention of professionals involved in designing teacher training programmes to prepare the students to work in the sector of adult education with a special emphasis on teaching seniors, which appears to present a realistic career path for college graduates nowadays.

In order to investigate the level of readiness of teacher trainees to follow the idea of life-long learning and get involved in teaching adults at various stages of their life – especially the elderly ones, a survey of the students' attitudes, eagerness and the perceived level of preparation and competence to teach adults at different age was carried out among teacher trainees in their final years of English philology at one of Polish universities. The results of the survey were further commented upon by learners of English at a university of the third age (U3A) with a view to juxtaposing the opinions on life-long learning of the two groups involved: prospective teachers and experienced students.

Agata Klimczak-Pawlak and Sylwia Kossakowska-Pisarek

I need English for life: needs cluster analysis of adult language learners at Open University EFL courses

This study answers the need voiced by Yates and Kozar (2015), who say that current research into age effects tends to remain without translation into practical teaching. Preparing EFL courses for late adult learners is not an easy task due to specific needs of learners 50+ and maturational constraints. Many researchers claim age related declines in cognitive functions: episodic memory, working memory, attention, and processing speed, as well as point to differences in the development of e.g. phonology and morphology in older learners (e.g. Munro and Mann 2005; Baker 2010; Faust 2013; Granena and Long 2013). At the same time it has been suggested that age related constraints have been overestimated (e.g. Muñoz and Singleton 2011; Moyer 2014; Steinhauer 2014). Teachers may feel at a loss and, as Yates and Kozar (2015) point out, results of age-related studies rarely cross into practical application.

In an effort to provide guidance for teachers this study explores the needs, attitudes, and emotions of learners attending English courses in Open University of the University of Warsaw. It is part of a larger project aimed at exploring the specificity of adult language learners and, being the first of the series, this study is exploratory in nature and hopes to find directions for more specific problems to be addressed in a larger scale study. At this stage the data obtained from 100 respondents who filled in a written questionnaire, and 20 learners who participated in semi structured interviews are analysed for major tendencies in relations to the age of respondents. The results are discussed from the perspective of prevailing features characteristic for specific age groups and an attempt is made to formulate a tentative profile of adult learners of Open University and their needs clusters.

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Jolanta Latkowska

Investigating the growth of L2 proficiency in adults: evidence from written film retellings

The paper examines written film retellings produced by Polish students of English philology during two testing sessions spaced twelve to fourteen months apart. The

students were shown a 7-minute silent film and asked to retell it in writing as if they were telling the story in L2 English to someone who had not seen the video. The same procedure was followed during the second session which was attended by the same students. They were not informed in advance that the second session would be a repeat of the previous year's test.

The analysis focuses on the extent to which intensive immersion-style exposure and training in L2 English (about 240 contact hours) bring about quantifiable changes in adult learners' written output. The factors considered include general proficiency and accuracy, as well as lexical density and structural complexity. The latter two are measured against the standard set by a monolingual control group. The results are evaluated with reference to research into adult L2 learning and L2 proficiency development.

Agnieszka Leńko-Szymańska

A corpus-based analysis of the development of phraseological competence in EFL learners using the CollGram profile

One way to study the development of phraseological competence in L2 learners is to explore learner corpora. The methodology so far applied by corpus-based studies of L2 phraseology have consisted in comparing frequencies of n-grams retrieved from learner data at two or more proficiency levels. These studies do not analyse the use of phraseology in individual learner texts, but examine recurrent expressions holistically in a corpus. Such an approach ignores individual variation in the use of multi-word units. In addition, it does not consider the strength of co-occurrence of the retrieved items.

A new method of studying phraseology was recently proposed by Bestgen & Granger (2014). CollGram is "a technique that assigns to each pair of contiguous words (bigrams) in a learner text two association scores (...) computed on the basis of a large reference corpus". It produces three measures – mutual information, t-score and the number of idiosyncratic units, which together form a CollGram profile, and which, according to the authors, "quantify the collocation strength of each text" (p. 31). So far CollGram has been applied to trace the development of phraseological competence in intermediate and advanced learners (Granger & Bestgen 2014; Bestgen & Granger 2014).

The purpose of this study is to analyse learner data from a wider range of proficiency levels (pre-A1 – C1). The EFL texts analysed in the study were drawn from two corpora: the International Corpus of Crosslinguistic Interlanguage (Tono et al. 2012) and the International Corpus of Learner English (Granger et al. 2002). 120 essays written in English by L1 German, Polish and Spanish were rated on the CEFR scale (Council of Europe 2001) by three raters. Next, a CollGram profile was computed for each essay using COCA as a reference corpus. Changes in the values of the CollGram measures for six CEFR proficiency levels were analysed using ANOVA. The study also considered the influence of age on L2 phraseological competence. Since the learners also differed in this respect, the use of L2 multi-word expressions by young teenagers and young adults was compared.

The presentations will discuss the results of the analyses, which reveal a complex pattern of growth in the use of native phraseology by EFL learners at different proficiency levels and of different ages. They also demonstrate that the CollGram profile is a valuable instrument in tracing the development of phraseological competence in EFL learners.

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Dorota Lipińska

The influence of age and L2 on third language acquisition in a corporate environment

The role of age factor in SLA has been systematically studied by numerous psycholinguists for many years (Ellis, 1994), starting from the Critical Period Hypothesis (firstly proposed by Penfield and Roberts, 1959, and then popularized by Lenneberg, 1967) and continuing until today. Older L2 learners rarely achieve the native-like fluency which younger learners frequently display, however there are also numerous cases of individuals who mastered an L2 in adulthood (Singleton and Lengyel, 1995; Flege and MacKay, 2011). Moreover, it cannot be forgotten that children lack the linguistic experience, strategies and knowledge which adults possess and which can be useful in learning a new language. Thus it is very difficult to decide which group constitutes better language learners (Arabski, 1997; Jackiewicz, 2009).

The situation becomes even more complicated in the case of L3 acquisition when not only all factors influencing SLA are active, but also numerous other processes affect TLA. The aim of this study was to analyse the influence of age factor and learners' L2 on TLA in a corporate environment. A group of subjects from an international company situated in the south of Poland agreed to participate in the study. They were native speakers of Polish learning L3-German in their company, but varying in terms of L2 ("younger" learners had learnt L2-English and "older" ones – L2-Russian). The participants were between 28 and 62 years old. They were divided according to age and L2, which created two groups (<50 y.o. and >50 y.o.). The results of regularly administered tests focusing on various language skills, obtained by the learners were compared. The subjects also completed questionnaires concerning difficulties they encountered while learning German. Both information sources delivered intriguing results contributing to the area of TLA and age-related research.

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Barbara Loranc-Paszylk

Focus on written production of students enrolled in late CLIL programmes

The aim of this presentation is to explore the effects of CLIL provision on several areas of L2 written language competence in order to determine which of these aspects may benefit from the experience of subject matter learning in a foreign language. Some studies comparing CLIL and non-CLIL writing (e.g., Dalton-Puffer, 2007; Jexenflicker & Dalton-Puffer, 2010; Ruiz de Zarobe, 2010, Naves, 2011) suggest that CLIL may have a positive effect on students' writing, allowing them to produce texts richer in lexical and morphosyntactic resources, yet remain inconclusive as for CLIL students' advantage with respect to discourse competence. In this study written work of students who participated in either a traditional EFL course or CLIL programme was analysed in terms of morphosyntactic components as well as coherence and cohesion of the texts. The data were obtained at the university settings in Poland where students of International Management and their EFL peers were asked to complete a writing task both in English and in their L1 and to provide better insights, their L2 writing, and their subject writing in the L1 were compared.

Beata Malczewska-Webb

Meet an older woman from another country: age as a factor in international education

According to the mega-data provided by the OECD on tertiary education, the trends in over 40 countries indicate further changes in the composition of future student cohorts (Education at a Glance, 2015; EDiF, 2013). The existing gap between the number of men and women will increase, with even more women at universities than men. Additionally, the OECD indicators show that the students will be much older and the cohorts will include more international students. Accordingly, a future student at a university will increasingly likely to be an older female adult from another country. This paper has two parts; the first part examines the trends in international education globally and in Australia and the ways these trends reflect the age-related predictors on tertiary education. The second part explores the ways with which these trends are mirrored in the experience of international students studying in English as a Second Language at an Australian university. The research sample includes the data from over a thousand student surveys collected over four years at an Australian university. The factors considered in the analysis of the age and experience gap include the point of their university studies; the gap between the undergraduate and postgraduate student experience and the nature of their earlier education.

Marta Marecka, Magdalena Wrembel, Karolina Mieszkowska, Agnieszka Otwinowska-Kasztelanic

When L1 becomes a foreign language: foreign accentedness in the L1 speech of young Polish-English bilinguals

The majority of foreign accentedness (FA) studies in SLA have focused on the speech of adult learners (cf. Piske et al. 2001). In the present paper we explore FA in the L1 speech of preschool Polish-English bilinguals, i.e. children of Polish migrants to the UK. In this study, we aimed to find out whether child bilinguals living in another speech community acquire a foreign accent in their L1, what background factors influence FA ratings, and whether FA influences the perception of children's age.

To this end, we selected speech recordings (sentence repetition and picture story retelling) of 33 bilingual children (aged 4;9 to 6;11) and 10 Polish monolingual controls matched for age and socio-economic status. The samples were subject to accentedness ratings performed online by 50 native-Polish judges, who evaluated the degree of FA, acceptability, intelligibility, and estimated the child's age. The results demonstrated statistically significant differences between the bilingual and monolingual children on all three rated parameters. Bilingual children were assessed as more foreign-accented, less acceptable and less intelligible than monolinguals. The three rating parameters were significantly correlated. The strongest predictor of FA was the degree of L2 input. Bilinguals were also perceived as younger than monolinguals.

Anna Michońska-Stadnik

Advanced adult students' beliefs on the influence of metalinguistic awareness on their language performance.

Research on the influence of age on learners' language attainment in naturalistic settings has shown that older learners initially acquire the language at a faster rate than younger ones who, however, outperform the older students in the long run. Other research has proved that in formal learning environment the young learners' long-term advantage has not been observed. This phenomenon may be attributed to the limited amount of input learners generally receive in the classroom. Older students seem to profit more from formal instruction due to their advanced cognitive abilities, even in impoverished input conditions, and that makes them more efficient classroom language learners.

Still another study (Ottó & Nikolov, 2009) looked at the role of age factor in language learning from a different perspective. Adult learners make use of two types of knowledge – implicit and explicit. When the amount of explicit knowledge gradually grows, it becomes more difficult to manipulate and thus the process of language attainment in adult learners slows down. They may thus show deficiencies in their communicative fluency as their metalinguistic knowledge disturbs spontaneous language usage.

The main purpose of the present paper, inspired by Ottó and Nikolov's study, is to find out whether advanced adult EFL learners have been aware that their metalinguistic knowledge may hinder spontaneous usage of English in formal learning conditions. The study is based on data collected from guided written interviews of twelve graduate students of the English Department.

Germán Mira

The incidence of phrasal verbs for effective listening comprehension in two standardised EFL tests

This work assesses and compares the incidence phrasal verbs (PVs) have in the listening sections of the TOEFL iBT and the MET. To this aim, the PVs appearing in the conversations and in the accompanying listening comprehension questions and answer options in

each tests are identified and semantically classified. Then their frequency in the corpus is compared with that of the 100 most frequent PVs occurring in the British National Corpus (BNC) (Gardner & Davies 2007). The results show a high incidence of PVs for effective comprehension in the MET listening sections. In contrast, the incidence of the PVs found in the TOEFL was markedly lower. The study also indicates that the PVs used in both texts are not of high frequency when compared with the BNC data. This work's findings provide useful information for designing test preparation courses, and for adult EFL learners to effectively prepare to take the listening sections of these exams, given their analytical nature when processing this type of multi-word items.

Zbigniew P. Możejko

Can teachers' beliefs about the effect of age help shape teacher-training curricula: a case study.

In the realm of social influences, apart from the micro- and macro-levels of influence, one can distinguish the meso-level, the organizational or institutional level. Such institutions which are capable of exerting a certain social effect are universities and other institutes of higher education which, amongst others, are involved in the process of teacher training.

The aim of the paper is to investigate to what extent school curricula for the teaching of foreign languages in Poland, including teaching English to Young Learners in kindergartens (the meso-level) conform with European regulations in this respect (the macro-level). This is particularly vital in the light of introducing into kindergartens the teaching of a foreign language as an obligatory component of the curriculum (Decree of the Minister of National Education dated 30 May 2014, Journal of Laws of 2014 item 803).

In the empirical part of the paper, I will present results of surveying three sub-populations of students: (1) in-service teacher-trainees currently employed in kindergartens and completing their FL education, (2) pre-service MA-level students preparing to become teachers, and (3) MA-level students majoring in linguistics who do not intend to become teachers. The three groups of respondents have been researched on their declared beliefs concerning the so called early start in FL instruction, the effect of age and their needs assessment. The conclusions section will attempt at drawing some implications for teacher-training programs (the meso-level) so as to best prepare future teachers for implementing new educational regulations at schools and kindergartens (the micro-level).

Joanna Nijakowska, Judith Kormos

Foreign language teachers' concerns, attitudes and self-efficacy beliefs on inclusive practices in teaching FL to students with dyslexia

The aim of the online questionnaire survey reported in this talk was to show how effective a four-week long massive open online course on dyslexia and foreign language teaching was in raising foreign language teachers' self-confidence in using inclusive educational practices with dyslexic students. We also wanted to find out how foreign language teachers' concerns, attitudes, and self-efficacy beliefs change as a result of their participation in this course. A comparison of two cohorts, before (n=1956) and after the course (n=1132), confirmed significant increase in self-efficacy beliefs, self-confidence, and knowledge of what dyslexia is but demonstrated no significant change in concerns

and attitudes. These results suggest that the online course was successful in raising participants' self-confidence, dyslexia-related knowledge and self-efficacy beliefs.

The findings indicated that before the course those who had previous training on dyslexia, experience teaching dyslexic students and greater teaching experience in general had significantly higher self-efficacy beliefs than those who had no prior training, no experience teaching dyslexic students and lower teaching experience in general. The effect for level of education was not significant for pre- and post-course self-efficacy beliefs, concerns and attitudes. We also observed that before the course those with greater teaching experience had higher self-efficacy beliefs, but they also reported to be more concerned about meeting the needs of dyslexic students than less experienced teachers. The differences among participants with regard to previous training and general teaching experience, however, disappeared by the end of the course. Also, we found no significant effect for previous training and experience teaching dyslexic students for attitudes to inclusion and concerns pertaining to the application of inclusive practices after the course. These findings suggest that the course was effective in raising participants' self-efficacy beliefs irrespective of prior training and teaching experience.

Participation in the course, operationalised as the number of units completed, the number of comments written, and the number of replies written to comments, was moderately strongly associated with post-course self-efficacy beliefs and attitudes. These results indicate that active involvement in an online teacher training course can contribute to the development of participants' self-efficacy beliefs and can foster positive attitudes to inclusion.

Anna Nizegorodcew

Teaching English to senior students in the eyes of English studies students

More and more ELT methodologists realize that English teacher trainees should be prepared not only to teach school students but also mature students. Due to demographic and social changes, this age group has become a new target in educational policy. The aims of teaching foreign languages, including English, to senior (60+) students, and consequently, methods and techniques of teaching, must be different from those in teaching English to school students. In order to prepare English teacher trainees to teach senior students, their views on teaching this specific age group should be analysed and confronted with the reality of teaching senior students.

The objective of this presentation is an analysis of the views of English studies students on teaching English to senior students. An innovative practical course "Teaching English to senior students" is the basis for showing English studies students' opinions. The course involves observations of an English course for senior students (60+) at the intermediate level (B1/B2). It also engages the English studies students in individual tutorials with senior students at the beginner level (A1/A2). The aim of the action research study described in this presentation is to compare the students' views at the beginning of the course, that is before the observations and tutorials, with those after the observational and teaching practice.

Sabina A. Nowak

Can Learners Develop Lifelong Learning Soft Skills Through Reflective Learning Journals?

The role of higher education institutions in lifelong learning is not only to provide students with academic expertise but to prepare them for independent development and

update of their knowledge, skills and competences needed in their future professions. Still, universities do not seem to prepare their graduates for the demands of the European market especially in the area of key competences (European Commission, 2004). The “interdependent” nature of those competences refer to such soft skills as critical thinking, creativity, initiative, problem solving, risk assessment, decision taking and constructive management of feelings, to name only a few.

The presentation deals with reflective learning journals (RLJ) in Content and Language Integrated Learning (CLIL), in which they are used to document the outcomes of the dual-focused learning process. It presents the type of works which rely on the notions of reflection and self-evaluation as the essential factors in education to broaden students’ self-control, self-direction and self-monitoring skills. The researcher is trying to assign the extent to which reflection may influence learner lifelong learning development and update.

The aim of the longitudinal qualitative research is to display the current state of the use of reflection and self-evaluation in developing learner voice, self and agency in tertiary CLIL education. The main goal is to refer to students’ set of beliefs and assumptions in order to judge the role of their self-assessment abilities in developing learner lifelong learning skills.

Agnieszka Otwinowska-Kasztelanic, Karolina Mieszkowska, Marcin Opacki
The age factor in discourse abilities: simultaneous vs. sequential bilingual children

Discourse abilities predict children’s literacy and are crucial for later school success (Wallach, 2008). Although narrative abilities – including linguistic competence and cognitive skills – are a valid index of child development (Botting, 2012), narrative development in bilingual children is still understudied.

Here, we examine the impact of age on the narrative abilities of Polish-English bilinguals (aged 4;5 to 6;11) raised in the UK (N=40), distinguishing between simultaneous bilinguals and sequential bilinguals (L2 onset later than 24 months). The data, elicited in Polish and English with a tool designed for bilingual children (MAIN, Gagarina et al., 2012), were analysed in terms of the story Macrostructure (story complexity and coherence) and Microstructure (story cohesion in lexis, morphology and syntax, and crosslinguistic influences).

The results reveal that children’s narrative coherence grows with age, but our analyses show no differences between simultaneous and sequential bilinguals in the main Macrostructure measures for both languages, tapping into children’s cognitive development. However, there are significant differences between the groups in the Microstructure, especially the amount of crosslinguistic influences. Thus, we postulate that there is symmetry in the cognitive development in both languages regardless of the bilingual type, but children’s linguistic competence is more dependent on the age of L2 acquisition onset.

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Katarzyna Ożańska-Ponikwia

Personality traits of Extraversion/Introversion and speaking in a foreign language

Dewaele and Furnham (1999) pointed out that a majority of studies on extraversion and language focus mainly on the effect of extraversion on language learning. However, more and more recent studies show that extraversion seems to play an important role in the L2 production as some cognitive and physiological characteristics associated with extraversion, such as superior short-term memory and better resistance to stress, can explain interindividual variation in speech production (Dewaele and Furnham, 2000:335). The present study is to focus on personality traits of extraversion/introversion and speaking in a foreign language. Results gathered from 115 Polish secondary school English language learners showed that Extraversion could be related to some preferences concerning acquisition of certain language skills like speaking or pronunciation. Additional analysis, based on interviews measuring L2 production among Introverts (n=20) and Extraverts (n=16) also revealed some significant differences in the L2 speaking performance of both personality types.

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Adam Palka

'Heartaching' re-conceptualisation in English – from physical to non-physical heartaches and back

My presentation is based on the belief that there may exist a strong causal link between 'heartache', serving in modern English as a collective label for some set of non-physical phenomena, and 'a real physical pain'. One of the bloggers wonders whether "heartache [is] an emotional or physical pain [and answers that it] is such an indescribable emotional feeling; so intangible yet giving such a real physical pain" (Simply Story Telling Blogspot; November 30, 2007).

Keeping away from adjudicating medical dilemmas, I attempt to shed some new light on the dynamic semasiology of 'heartache' as a lexical unit, a word seemingly straddling the non-medical (metaphoric?) and the medical (literal?) realms. What I argue is that present-day English heartache may in fact have undergone the process of re-etymologisation in some modern contexts, since it seems to have come full circle by having returned (or by gradually returning) to its original historical physical sense and, alongside, allows for other complex conceptualisations. This process, then, may account for heartache's contemporary semantic spaciousness.

I also employ one of definitions of re-etymologisation stemming from cognitive linguistic tradition, according to which "[o]ne can fairly readily reetymologize a dead metaphor, especially with a little competence in earlier stages of a language or other

languages from which originally metaphorical expressions have been borrowed, by bringing the historically earlier form to consciousness” (Traugott 1985:21). Also, I resort to the new dynamic view on metaphors proposed by Müller, “based on the degree of activated metaphoricality (from sleeping to waking). ... [and on the author's conclusion that] metaphoricality appears to be dynamic with regard to language use, and it is in this sense that dead (and transparent) metaphors may be very much alive for a given speaker or writer at a given moment in time” (2008: 209).

Mirosław Pawlak, Marek Derenowski, Anna Mystkowska-Wiertelak

The use of learning strategies by third age learners. Insights from a qualitative study

While many studies have tapped the use of language learning strategies, providing empirical evidence about the ways in which they can be categorized, their relationship to proficiency, factors influencing their application, or the results of strategy-based instruction (see Cohen & Macaro, 2007; Cohen, 2011; Oxford, 2011), little is still known about the employment of strategic devices by third age learners, understood here as individuals 50 years of age or older. The paper is intended to fill this gap in existing research by investigating the use of language learning strategies by 30 adults attending English classes in a third age university. The data were collected by means of a questionnaire including open-ended questions as well as interviews with selected participants, both of which focused upon the application of metacognitive, affective and social strategic devices, falling into the category of indirect strategies (cf. Oxford, 1990). Qualitative analysis allowed identifying a number of patterns of strategy use typical of this age group, which provided a basis for tentative pedagogic implications for effective instruction.

Mirosław Pawlak, Anna Mystkowska-Wiertelak

Temporal changes in language learning motivation in a university-level class: The effect of individual and contextual variables

In the last two decades or so research into language learning motivation has entered the process-oriented period, in which emphasis is placed on changes in learners’ motives and the magnitude of their efforts over time (cf., Dörnyei, 2005). Attempts to account for the dynamic nature of motivation have been made by Williams and Burden (1997), Dörnyei and Ottó (1998), and Ushioda (1998), and temporal variation in this respect can be accounted for in terms of the theory of motivational self-system (Dörnyei, 2009), Sociocultural Theory (Vygotsky, 1978) and dynamic systems theory (Larsen-Freeman & Cameron, 2008). There are still few studies, however, which have investigated motivational change as it occurs in a single lesson or a sequence of such lessons, one of the few exceptions being the research project by Waning, Dörnyei and de Bot (2014). The paper reports the findings of a study which was a follow-up on two earlier research projects (Pawlak, 2012; Pawlak, Mystkowska-Wiertelak & Bielak, 2013) and examined fluctuations in the motivation of 8 English majors in the last year of a three-year BA program with respect to their reasons for learning, long-term involvement and ongoing engagement in six consecutive conversation classes, and sought to determine factors contributing to these changes. The data were collected over the period of two months by means of: (1) detailed lesson plans, (2) interviews with selected participants, (3) motivation grids filled out in class at five-minute intervals, indicating levels of interest and engagement, (4) the teacher’s and learners’ evaluations of the classes, and (5) a questionnaire dealing with students’ preferences concerning the conversation class.

Quantitative and qualitative analyses revealed that motivation is indeed in a state of flux and identified factors responsible for temporal variation, such as proficiency, gender, beliefs, personal histories, significant others, the topic, the task, classroom organization mode and group dynamics. The paper closes with guidelines for further research into the dynamics of second language learning motivation.

Liliana Piasecka

Old dogs and new tricks: Mature adults learning a foreign language

Learning foreign languages is an important element in school curricula but frequently it continues when people leave formal education systems. There are many reasons why people decide to devote time, money and energy to learning foreign languages. Knowledge of foreign languages may support one's career, allow to develop international and interpersonal relations, read specialist texts that are unavailable in the reader's native language and be a sort of challenge that people want to face.

The focus of my presentation is on mature adults, i.e., people over 50 years old, who have decided to join an English language holiday course. Basing on questionnaire findings, I would like to present their motivations for learning English, their emotions connected with the process along with their perceptions of the value(s) of learning English.

Ewa Piechurska-Kuciel and Magdalena Szyszka

The use of compensatory strategies in senior students of English

The idea of lifelong learning mainly refers to adult education of people who are professionally active. However, it is also becoming a certain way of life which concerns seniors beyond the statutory retirement age. Some of them willfully opt for developing new skills and abilities, in spite of obstacles that supposedly stand in their way, of which their age and their decreasing learning skills are the most important (Kozak & Gulanowski, 2002). Facing loss and decline, many seniors are bound to overcome mismatches between skill and demand through compensation (Staudinger, Freund, Linden, & Maas, 1999). This strong determinant of successful aging specifies the creative use of alternative means to reach one's initial goals despite limited capacities (Jopp & Smith, 2006). The present research is prompted by a growing need to understand the process of language acquisition in the old age, as one of the aspects of successful aging.

The aim of this presentation is to shed light on the role of compensatory strategies in learning a foreign language in the old age. The ability to make up for limited knowledge in the SLA process may be one of the ways of securing satisfactory goal attainment. The main focus of the research is to establish most and least frequent compensation strategies in order to find out if the use of compensatory strategies is age specific. Although the results of some research (cf. Cohen & Macaro, 2007; Peacock & Ho, 2003) indicate a tentative relationship between the use of language learning strategies and age, little is known about the deployment of thereof among seniors.

Andrzej Porzuczek and Arkadiusz Rojczyk

Explicit instruction versus intuition/experience: Is intonation teachable?

Intonation is one aspect of FL speech that is regarded as significant for communication but very difficult to teach and learn. One of the reasons for the difficulty is that successful

use of intonation patterns is not guaranteed by the sheer fact that a learner has acquired the knowledge of prosodic differences between the two languages (L1 and FL) and the pragmatic functions of particular FL intonation contours. In practice, this knowledge must be supported by the basic aural ability to recognise the directions of voice pitch changes. It is not absolutely clear to what extent this ability may be improved by training, but the command of intonation is developed in L1 through experience and most language users become proficient enough for communication purposes. The skill, however, often proves unreliable in attempts of conscious use in FL prosody teaching and learning.

This paper investigates the recognition of four tones: FALL, RISE, FALL-RISE and RISE-FALL in an English monosyllabic word by two groups of Polish English studies majors. The results are analysed using a multifactorial design that controls for learning experience, type of instruction and tone variant. More specifically, the variables in focus include explicit phonetic training experience (1st/2nd year Polish students of English philology), the form of task instruction (technical/intuitive), tone direction (fall/rise; fall-rise/rise-fall) and complexity (simple/complex). Our conclusions will contribute to the discussion of teachability and learnability of FL prosody.

Anna Pot

Aging in an L2 environment: stimulating L2 use to promote the healthy (mental) aging process of female Turkish migrants in the Netherlands.

When aging is considered a dynamic interaction of biological, psychological and social dimensions (de Bot and Makoni 2005; Christopher 2014), language use in the social or physical domain may foster changes in the cognitive domain: e.g. presbycusis may result in decreased communicative interaction and potentially reduced social interaction, with detrimental cognitive effects.

Similarly, this presentation argues that, especially at an older age, L2 proficiency plays a vital role in maintaining social and mental health. Within a framework of cognitive aging, bilingualism, and attrition (e.g. Gold 2015; de Bot and Clyne 1989; Keijzer 2007), this presentation discusses the results of a needs-analysis (interviews) towards the L2 proficiency and use in relation to healthy (mental) aging, in a group of older female Turkish migrants aging in the Netherlands.

This group ages in an L2 context, which may be detrimental for their wellbeing. The migrants' language situation is characterised by high levels of illiteracy and L2 dependency. The insight that these results provide into the conflicting reality of minimal L2 use and extensive L2 needs of this group of unbalanced bilinguals informs a subsequent remediation activity. To conclude, the presentation proposes a design for a short intervention programme aimed at stimulating L2 use.

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Svitlana Prokhorova

Informal Education as a Source of Teacher Development

A rapidly changing learner population, education reforms, and the development of national standards are placing a number of new demands and requirements on language teachers, which make continuing professional development crucial. Modern education makes a distinction between formal in-service training and informal teacher professional development. Formal in-service training adapts too slowly to the new changes in society as it is organized "from top to bottom", all the courses being provided by employers and the state. Informal education, in its turn, is organized by teachers themselves and is identified through a bottom-up approach.

Informal professional activities, such as discussion, talks or presentations, advice and guidance, are carried out in a flexible way in informal situations. Other forms of informal knowledge transfer include a spontaneous meeting on the Internet or in real time, instant messaging, a scheduled Web-based meeting with colleagues and a phone call to someone who has information you need. Informal professional development allows teachers to focus on specific professional and personal needs, to feel internal responsibility for the result of the professional development, to be engaged in new professional activities and to adapt to the rapidly changing modern world. Informal learning keeps teachers vibrant, mentally active and interested in their own professional development and in the world around them.

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Joanna Rokita-Jaśkow

International posture and attitudes to learning Polish among students participating in the Erasmus + mobility programme.

Supporting the development of individual plurilingualism is one of the key directions of the European policy. Its goal is to maintain language variety in education and in the public space as a part of cultural heritage as well as to promote lifelong learning of foreign languages, which will foster intercultural encounters and consequently, mutual understanding and openness towards the Other. For the same reasons the EU sponsors different mobility programmes, such as Erasmus +, and encourages many young people to experience living and studying in a foreign country.

The Pedagogical University of Cracow is particularly active in the programme, which is evident in the increasing numbers of both incoming and outgoing students who participate in the programme. Needless to say, the students help create an international atmosphere at the university and motivate the use of different languages, not only lingua franca English. An introductory course to the Polish language and culture is also offered to those students. It has become my interest what motivates those students to choose Poland and the Polish language to study. It is the author's belief that the students who come to study in Poland must have already developed a considerable degree of international posture, and that this is the learner specific feature which motivates the students to visit not so popular destinations and learn less popular languages.

The paper presents the results of a survey carried out among 50 Erasmus students who had spent ca. 15 weeks studying in Cracow and learnt Polish. The survey included some statements on international posture as proposed by Yashima (2009), and adapted items on cultural interest/attitudes towards L2 community proposed by Ryan (2009). Preliminary data analysis allows to conclude that international posture and attitudes of cultural interests are important prerequisites of learning further languages (L3, L4 etc.).

Inna Samoylyukevych

The New Generation School Teacher Project as a Three-dimension Professional Development Opportunity: an Insider's Perspective

The joint project of the Ministry of Education and Science of Ukraine and the British Council "New Generation School Teacher" (2013 – 2020) is meant to bring the content and structure of language teacher education in Ukrainian universities in accordance with international standards.

For the project team consisting of language teacher educators from eight universities, it is a unique opportunity for collaborative professional growth in three dimensions: research, curriculum design and trainer development.

As researchers, we conducted a baseline study through investigating the key stakeholders' attitudes to the current EFL teacher training in Ukraine, analyzing the content of pre-service language teacher education, developing guidelines for its improvement, identifying potential benefits, opportunities, risks and threats.

The new core curriculum design enabled the team to cater for a proper balance between theory and practice, the flexible and modular delivery of the content, ICT integration in language teacher education and an explicit framework for teaching practice.

Trainer development presupposed familiarization with a training process, in particular, with training activities, procedures and issues. It was followed by sample materials design and piloting. The skills of reflection, peer observation and giving / receiving feedback became central in this dimension and ensured higher-order professional thinking and learning.

Agata Słowik

Different Perspectives on the Use of L1 in Teaching the Elderly

Own-language use, as named by Graham Hall and Guy Cook, has commonly been discouraged by language teachers worldwide ever since the Grammar Translation method gave place to other methods. In the last decade, however, there has been a visible shift in the use of L1 and, what is notable, an increasing number of methodologists have begun to point that the use of students' mother tongue may in fact facilitate the

process of learning. Despite the long awaited return of own-language use, students' learning preferences regarding the use of L1 are still often dismissed by the teachers either due to the lack of experience or because they believe it has a negative effect on the process of learning. Such attitudes may be especially harmful to a group which often demands own-language use in the classroom environment and which remains understudied, i.e. the elderly. Therefore, the primary objective of the proposed paper is to highlight the differences between various teacher perceptions of whether or not own-language use does facilitate the process of older adult students' learning and to collate them with older adult students' own answers. The secondary objective is to compare the results and to trace the disparity between the answers provided by inexperienced teachers, experienced teachers and the elderly learners that may point to alternative directions in the future studies of own-language use in the classroom environment.

Piotr Steinbrich

Towards a descriptive model of young learners' competences in English as a Foreign Language

Although the Common European Framework of Reference for Languages (henceforth CEFR) has been widely accepted as an instrument for describing and assessing the competences of FL learners, it does not seem appropriate and relevant as a tool for describing the proficiency of younger learners (i.e. those starting learning a foreign language at the age of six and continuing through to the age of fourteen). The following paper reports on a project at Pearson English whose aim is to establish a set of descriptors derived from the CEFR's can-do statements. We begin by discussing currently available instruments to formally assess young learners' performance and determine their competence level. We take it as a working hypothesis that the tools used to gauge language competences of young learners vary extensively and that there is no uniform language policy that allows for a comprehensive account of learners' abilities in the context of linguistic, cognitive and academic demands. The analytical core of the paper discusses the methodology for arriving at an inventory of descriptors. It also presents a thorough analysis and a rigorous validation process that the learning objectives for young learners have undergone with a view to establishing a model that takes into account such relevant variables as age, cognitive abilities, and cultural and educational background.

Sonia Szramek-Karcz

Intentional Bilingualism from a monolingual parent perspective: language acquisition

Intentional Bilingualism is where parents share the same native language L1, the community dominant language is L1 and one parent speaks a second language to the child (L2).

In the literature the terms non-native bilingualism (NNB), cultivated bilingualism, or bilingualism in monolingual families are used.

The question of Intentional Bilingualism is in the centre of interest for the NNBproject.eu research group. The term non-native bilingualism adopted at the beginning of our research as the most neutral for research purposes is now replaced by the term Intentional Bilingualism in order to eliminate any negative connotations which might be evoked by the negation in NNB term.

The case study is about a rare situation (there are 42 families involved in the study of the NNBproject.eu research group) where one of the parents in an NNB family does

not know the language chosen to communicate with the child by other parent – the NNB parent.

The presentation will show how the monolingual parent is acquiring a natural, implicit techniques while learning a language. We will discuss the second language acquisition in the adulthood on an example of a monolingual parent in the context of an Intentionally Bilingual Family.

The important role of habit in a second language learning, the need and the difficulty to implement the right and natural techniques of second language learning will be discussed.

Weronika Szubko-Sitarek

Can parents benefit from their involvement in the process of ELT to young learners?

ELT researchers as well as language practitioners and educators all point out that parents have been behind the push for English to be taught to children at earlier and earlier ages (Nunan 2003; Enever and Moon, 2009; Lindgren and Muñoz, 2013; Muñoz, 2011). Consequently, in many European countries (including Poland) children start obligatory foreign language instruction already at primary or even pre-school level. At the same time, parental attitudes and involvement have been confirmed to play an important role in children's achievement in learning English as a foreign language, especially at the lower levels of education (cf. Lindgren and Muñoz, 2013; Desforges and Abouchaar, 2003; Enever, 2011, Hewitt, 2009). Bearing these in mind, the question arises of how to use the deeply ingrained assumption that "earlier is best" to involve parents in the process of early language learning. Can it be done to the mutual benefit of both parties?

The present paper reports on the early findings of the longitudinal study on the impact of parental involvement on English language learning achievement and the role parents could play in this process. The basic issues the research addressed concern parents' attitude towards early foreign language learning, their knowledge about models of early foreign language learning and the outcomes these models are delivering, their expectations towards foreign language achievements as well as their self-perceived role in the process of language learning. The results confirm the importance of involving parents in the process of language learning by educating them about the nature of FLL and turning them into tutors responsible for the enhanced exposure to language in the out-of-school context. The finding that parents declared their willingness to get involved in the FLL process but at the same time felt apprehensive about their engagement pointing to their limited English skills was an incentive to think of parents not only as tutors but also as learners themselves.

Małgorzata Szupica-Pyrzanowska

English inflection in real time – evidence from eye tracking

Post-pubertal learners are often inconsistent in applying second/foreign language (L2/FL) inflectional morphology (Hopp, 2014; Kaan, 2014). English inflectional morphemes have been investigated extensively in off-line behavioral studies (for overview, see Zobl & Licerias, 1994; Luk & Shirai, 2009). However, off-line observations may not be sufficient to understand cognitive mechanisms involved in morphosyntactic processing. It is, thus, imperative to implement more subtle methods such as eye-tracking. So far, eye tracking has been predominantly used to investigate morphosyntactic processing in first rather than second/foreign language (Brandt & Höhle, 2009). The present study takes morphosyntactic processing one step further and investigates advanced foreign learners'

sensitivity to morphosyntactic errors of various complexity in an online reading task. Consequently, the following research questions are postulated:

Do eye movements index morphosyntactic complexity?

Is eye tracking an appropriate measure to test the comprehension of morphosyntactic violations?

Are foreign language learners sensitive to morphosyntactic violations of different complexity (e.g. genitive possessive, plural, past tense, subject-verb agreement)?

Do inflectional errors of different complexity generate different fixation patterns?

The morphosyntactic processing was investigated in sentential contexts. The target lexical items were controlled for word length, lexical frequency, and second constituent frequency in case of genitive possessive. There were no explicit task demands. The participants (N=40) were asked to silently read the sentences for comprehension at their natural pace. We used the SMI RED eye tracker with a good temporal resolution and a sampling rate of 250 Hz. Sums of fixation durations were averaged across participants.

Aleksandra Szymańska-Tworek

Towards ELF-compatible testing: perceptions of pre-service teachers

The increasing rate of language change today and the changed perception about the ownership of the English language call for a revision of the nature and purpose of English language teaching. However, as argued by Jenkins (2006), teachers and students will oppose any changes in the curriculum which are not reflected in requirements specified by the language testing community. For the time being it seems that most tests, including high-stakes international tests and formative classroom assessment, base on the notions of 'foreign language' and 'native-speaker norms'. For this reason it is also English language testing that requires a major overhaul. A number of scholars (e.g. Canagarajah 2006, Hamid 2014, Jenkins and Leung 2013) set out proposals as to which aspects of assessment practices need to be revised. The presentation discusses the results of a study, whose aim was to determine the degree to which this new ELF-compatible perspective has begun to enter the consciousness of language teachers.

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Agnieszka Ślęzak-Świat

Vestibular proprioceptive disorders in third age university students and their impact on foreign language learning and reading comprehension performance.

The aim of the research presented in the paper is to check whether neuro-developmental delays, specifically vestibular proprioceptive disorders (manifested among others with motion sickness) have impact on foreign language learning and reading comprehension performance. The research will be based on Blythe and McGlown questionnaire (1978) serving as a tool to find students suffering from motion sickness as well as Romberg II for

those displaying symptoms of motion sickness. One month intervention will be applied to check whether a subjective change in reading comprehension performance will be reported by students and observed by a teacher.

Dakota J. Thomas-Wilhelm and Carmen Pérez-Vidal

The (un)countable dilemma in the case of multilingual EFL learners

At the interface of syntax and semantics, the distinction between countable and uncountable English nouns and its acquisition by children and L2 learners has been a topic under discussion for a number of years (e.g. Barner & Snedeker, 2005; Gillon 1996; Landman, 2011; Quine, 1960). The dividing line between both classes of nouns is fuzzy: countable nouns are homogeneous while uncountable may be classified into objects and substances. This paper explores the dilemma the learner faces in regards to these distinctions - one might call it the '(un)countable dilemma' – and, in doing so, seeks to fill the gap of knowledge in the case of English as a Foreign Language (EFL) learners acquiring such distinctions. Participants in the study were two groups of EFL Spanish/Catalan speakers (N=57) who were administered implicit formal instruction and formal instruction plus explicit focus on form, respectively, over the course of a week. They were tested at T1 (pre-treatment) and T2 (post-treatment), using a grammaticality judgment task (Chaudron, 2003; Norris & Ortega, 2003) and a picture naming task (adapted from Barner & Snedeker, 2005), in all three languages, to explore their mental representations of the target nouns. Results show that explicit instruction significantly assists with the linguistic abilities regarding the (un)countable dilemma.

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Zoia Vinogradova

Motivation to learn French: how does it change with age?

The relationship between age and language-learning motivation received relatively little attention in motivational research. Is motivation influenced by age? Do motivational orientations of older learners differ from those of younger learners? In the current study, 335 American and Russian students of Alliance Française learning centers reported on their motivation to learn French. The participants completed a questionnaire addressing 10 motivational factors to study French language. In addition, 15 interviews have been conducted. Despite differences in nationality and age, the participants were mostly consistent in ranking their sources of FFL motivation. In both countries the ranking was topped by Travelling, Aesthetic factor (i.e. beauty of French language), Culture and Knowledge, followed by Ideal Self and Sociability. Lowest scores were given to Instrumental orientation. The overall level of motivation shows weak but significant negative correlation with students' age. This trend is mainly caused by a drop in the Instrumental and Emigration scores among older students. At the same time, Russian learners demonstrated a weak positive correlation between age and Culture-related

motivation. The general conclusion is that pragmatic motivation declines with age – however, the overall interest of older learners remains remarkably high due to the prevailing motivational factors of idealistic nature.

Ewa Waniek-Klimczak

Age in the acquisition of L2 English temporal parameter by native speakers of Polish: a re-assessment

The age factor has been repeatedly found to be of great importance for L2 pronunciation, with numerous studies showing an advantage of early learners (e.g. Asher & Garcia, 1967, Thompson 1991, Flege, Munro & MacKay, 1995, and many others). On the other hand, however, the possibility for older learners to succeed in pronunciation learning has also been reported (e.g. Bohn & Flege, 1997, Bongaerts, van Summeren, Planken & Schills, 1997, Derwing, Munro, Foote, Waugh & Fleming, 2014). The key issue that seems to be responsible for at least some of the age-related controversy in pronunciation learning is the adherence to the nativeness or intelligibility principle (Levis, 2005) in the assessment of the level of success a particular L2 learner achieves.

It is the issue of nativeness vs. intelligibility that stimulated the re-analysis of the data obtained from Polish immigrants to the US with a different age of arrival, the so-called early and late bilinguals from Waniek-Klimczak (2015). The analysis of selected temporal parameters conducted there showed a predicted advantage of early bilinguals; however, the level of variability as well as a number of additional observations as to a different status of individual temporal parameters suggests a possible additional effect of the dynamism in the use of a foreign accent by L2 speakers. The present re-analysis concentrates on nativeness vs. intelligibility as implicit aims for L2 speech production in an immigrant setting.

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Ewa Waniek-Klimczak and Agata Klimczak-Pawlak
Prosody in academic presentations: action research report

The study presented here explores the use of selected prosodic features by Polish adult learners of English enrolled in the course of academic presentations. Concentrating on prosodic features claimed to function as major 'road signs' (Gilbert 2008), the study observes the development in the use of pitch accent and pauses as in the course of a specific type of language instruction, aiming at providing the students with tools for successful presentation. One of the major tools is the use of language, with pitch variability, special emphasis and the use of pauses explicitly practiced in the course. The study presented here concentrates on the development of selected aspects in the use of language by students at different proficiency levels, comparing the proportion of pitch accented syllables to the number of pauses across tasks and time-span of the course.

The study is motivated by two observations. Firstly, pitch accent, functioning as sentence stress (Cruttenden, 1986), has been repeatedly mentioned as an important part of L2 English prosody (e.g. Hahn, 2004) regardless of the context in which English is used, including English as a Lingua Franca (Jenkins, 2000). Secondly, academic presentations seem to offer one of the most realistic contexts for the practice of longer speeches, with the challenge of public presentation of one's point of view and the task of keeping the attention of particularly relevant for many adult learners of English who may need to improve their presentation skills for professional purposes. By exploring the dynamism in the use of prosodic features by students with a different level of proficiency in English, the study hopes to provide directions for further research and practice in teaching academic presentations to adult learners.

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Danuta Wiśniewska

The perception of foreign language signs in public spaces by middle-aged and senior citizens: shop names.

This study falls within the field of linguistic landscape, a fairly new area of research. Most of the work in the field has been carried out in multilingual contexts where at least two languages are in contact or even in competition. This study was conducted in a (basically) monolingual society in Poland, where, however, foreign languages, and especially English, are gaining in prominence in certain areas of public space. One of such areas includes shop names which are frequently foreignised, mono- or multilingual, correct or (intentionally) incorrect, sometimes astonishing or even unexpected. The present study aims to explore the relationship between the (foreign) language displayed in shop names and their recipients aged 40+. First I will locate the present research within linguistic

landscape studies. Secondly, data from questionnaires completed by randomly chosen respondents aged over forty will be presented. The analysis of the data should reveal the perception by citizens of foreign language shop signs, including their evaluation of the signs and their self-reported emotions and attitudes towards them.

Teresa Maria Włosowicz

English Language Attrition in Teachers: Questions of Language Proficiency, Language Maintenance and Language Attitudes

The purpose of the study is an investigation of English language attrition in Polish teachers of English, their attitudes towards linguistic correctness and their strategies of language maintenance.

In general, language attrition constitutes a dynamic and non-linear process of the loss of different components of language proficiency, such as fluency, accuracy, or complexity (Schmid, Köpke and de Bot, 2013). According to Dynamic Systems theory (Herdina and Jessner, 2013: 753), it results from the cognitive load which is placed on a person faced with the maintenance of two or more languages. In fact, as multilingual systems are in a state of constant interaction, if not enough effort is put in the maintenance of a language or languages, attrition sets in (Herdina and Jessner, 2002). As Szupica-Pyrzanowska (2016) has observed, foreign language learners are particularly prone to attrition, as their contact with the target language is limited, that is why helping them to maintain their language skills constitutes a serious challenge for teachers. However, at this point it must be observed that not only learners, but also teachers have limited access to authentic English and, additionally, much of the 'input' teachers receive is in the form of learners' errors, which might also negatively influence their language competence, or at least make them more tolerant of errors. Indeed, as Sharwood-Smith (1989) has pointed out, especially in immigrant communities, native language attrition involves the acquisition of an attrited version of the language from input received from other community members. Moreover, attrition is sometimes regarded as reverse acquisition, for example, the regression hypothesis is based on the 'first in, last out' view, while the critical threshold hypothesis involves the 'best learnt, last forgotten' view (Bardovi-Harlig and Stringer, 2010). The number of hypotheses about the process of language attrition reflects its complexity and the difficulty of capturing it. In fact, as Herdina and Jessner (2002: 94) have observed, attrition is particularly difficult to research because, on the one hand, it is less spectacular than abrupt language loss, and, on the other hand, speakers try to counterbalance it by means of different strategies. However, a positive attitude is not enough; preventing attrition requires active use of language maintenance strategies (Cherciov, 2013).

The present study has been carried out with 39 teachers of English, whose L1 is Polish, and who teach in various kinds of schools (from primary school to university, as well as language schools and private tutoring). 31 of them have a master's degree in English Philology, 3 have a Ph.D., 3 have a B.A., and two have master's degrees in other disciplines and have English teaching qualifications (CPE, post-diploma studies). They completed their studies between one and thirty-three years before participating in the study (mean: 10.26 years, SD= 8.0935).

The study consisted of an English language test which involved an overview of structures they must have studied during their English Philology studies or on a CPE course, such as reported speech, conditionals (also mixed conditionals), article use and advanced vocabulary, including idioms. There was also a task which involved error correction and one with key-word transformations. The test was followed by a

questionnaire concerning the teachers' attitudes towards linguistic correctness, their motivation to maintain their English and strategies they used for this purpose, as well as observations concerning their own performance on the test.

As the test results indicate, some structures were indeed more difficult than others. Typical examples of conditionals or reported speech were not very difficult, while less usual ones (for example, 'Should the parcel be delayed, please, call our customer service') and key-word transformations, where deducing the target structure required more effort, resulted in more errors and non-target responses. Similarly, the vocabulary tasks (gap-filling and some of the key-word transformations) proved to be relatively difficult and the teachers themselves also perceived them as more difficult than the others. Their evaluation of the tasks on a five-point Likert scale (1- very easy, 5 – very difficult) yielded the following results: the mean level of difficulty for reported speech was 1.92 (SD= 1.074), for conditionals: 1.84 (SD= 1.053), for articles: 2.35 (SD=1.12), for error correction: 2.235 (SD=1.0439), for key-word transformations: 2.32 (SD=0.902), and for vocabulary: 2.378 (SD=0.942). This suggests that the participants are fairly confident of their English language skills and do not perceive advanced tests like the one used in the study as very difficult.

Moreover, as the participants themselves admit in the questionnaire, they have little time to practice their English (they are busy teaching, they are swamped with administrative work, etc.), and the test has made them aware of many words and structures they have forgotten since their studies. However, they regard linguistic correctness as important and teaching English does motivate them to maintain and develop their English language skills, so they use a number of strategies for remaining in contact with English (for example, reading books and watching films in the original, doing exercises from CPE textbooks, talking to native speakers, etc.).

It can thus be concluded that even though teaching involves language attrition, because of both limited contact with good English, especially with advanced vocabulary and structures which do not occur in the school curriculum, and exposure to learners' errors, teachers are aware of it and try to counterbalance attrition and improve their English. For this reason, teaching can be regarded as a profession that requires life-long learning.

Magdalena Zajac

Spelling-based pronunciations in L2 English speech - the case of <o>

The study concentrates on L2 English speech, with special focus on spelling-based pronunciations. The aim of the study is to investigate Polish speakers' realisation of the <o> letter in English words. Given the range of possible realisations of <o> in native English (e.g. as /ɒ/, /ɔ:/, /ʌ/, /ɑ:/, /əʊ/ or /ɜ:/), the pronunciation of this letter can be assumed to pose difficulties for Polish speakers and learners of English in general. Indeed, the realisation of <o> was found to be one of the most error-prone areas of English phonology in a corpus-based study on the speech of Polish learners of English (Pęzik & Zajac, 2012; see Zajac, 2015).

The participants in the current study were 97 first-year students of English studies, who were required to read the Shopping List, a diagnostic passage included in Ann Baker's (2006) *Ship or Sheep* pronunciation coursebook. Auditory analysis of over 20 <o>-words included in the passage was conducted in order to answer the following research questions: 1. Do the subjects realise the letter in a target-like way? If not, 2. What are the sources of the mispronunciations (wrong interference from spelling, phonetic environment, word frequency, etc.)?

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Katarzyna Załóg-Kociuga

Comma placement in Polish and English – students' knowledge in theory and in practice. Pilot study

Despite the recent tendency to focus on the content rather than on the form of the L2 writing assignments, form remains to be the primary interest of many teachers (Fathman & Whalley 1990). In fact, many writing raters focus on the mechanical aspects of the text, such as its length, spelling and punctuation before they attend to the content (Cumming, Kantor & Powers 2002). As Schmitt & Christianson (1998) claim, EFL teachers correct multiple errors in their students' writing, including punctuation errors. Such errors may result from L1 interference, carelessness or insufficient knowledge of L2 punctuation rules (e.g. Trofimiec 2003). Preliminary research (e.g. Liu 2006) indicates some difficulties in English punctuation that Chinese and Korean students encounter. However, research is still to be conducted in search for problematic punctuation rules for Polish learners of English and what might be the possible reasons for their difficulty.

The research, conducted on seven senior high school students, investigates whether they are familiar with punctuation rules of comma placement in Polish and English and aware of the differences between them. The students' theoretical knowledge is tested by means of a questionnaire while their practical knowledge is reflected in a writing task and in identifying errors in given sentences. Finally, one more questionnaire is used to investigate the subjects' attitude to punctuation, their opinion about teaching it at school and their self-rated knowledge of punctuation rules.

Dariusz Zembruski, Marek Krzemiński, Jakub Szewczyk, Ewa Zajbt

How early bilinguals acquire prosodic patterns. Word stress in the speech of Polish-English bilingual children

Studies of bilingual children's phonological profile have mainly focused on the description and assessment of phonetic inventories, thus leaving suprasegmental aspects not sufficiently explored. For this reason, this study focuses on the prosodic competence of Polish-English bilingual children. Specifically, it investigates whether the acquisition of stress is qualitatively different from the acquisition of segmental phonology and whether it is sensitive to the crosslinguistic influences (CLI) from both Polish (their parental language, L1) and English (their environmental language, L2).

To this end, we tested 85 Polish-English bilinguals (mean age 5;7, SD 8,9 months) residing in England, on two non-word repetition tasks, Polish and English. Nonwords varied on length and complexity but they were all phonotactically legal. Children's productions were recorded, transcribed and assessed from the perspective of segmental and prosodic faithfulness, which were subsequently compared for CLI.

The preliminary results reveal that children resist segmental transfer with 85% efficiency in English and with 87% efficiency in Polish, whereas prosodic faithfulness in both tasks reaches the level of 99%. These differences for both languages are statistically significant ($p < 0.001$). Our findings suggest that, unlike segmental phonology, prosodic patterns in both languages of bilingual children are resistant to CLI, or have been acquired earlier.

Anita Żytowicz

Living in the UK and acquiring it all from the perspective of Polish bilinguals

There have been numerous studies on language acquisition and bilingualism, yet child language brokering is a process, often “ignored” by professional translators/interpreters and academics, and considered not worthy of study (Antonini, 2010). However recently, due to a large number of Polish immigrants living in the UK, it has also become an issue of concern for us, Polish researchers. So far, this concept has been widely studied mainly by scholars in the USA, Italy, Spain, Germany, France and Britain, the countries with long immigration tradition, and children have been used as interpreters for centuries (Harris and Sherwood 1978). Young people tend to acquire the language of a new community, become proficient and adapt to the new culture more quickly than adults (Weisskirch and Alva 2002), thus they often act as linguistic and cultural mediators for family members or friends. How do they feel? Do both cultures merge or ghettoize? What difficulties and obstacles cross or obstruct their path of life? What do they struggle with on a daily basis? In what situations do they mediate? What impact does it have on their personality? What is their perspective on brokering? How do their parents picture this “job”? I will try to answer these and other questions based on the research of Polish bilinguals living in the UK.

PhD Workshop

Anna Kiszczak

Increasing the learning potential of disciplinary texts by means of student-generated questions in EFL settings

The PhD study planned has been inspired by a growing interest in integrating language and content at the academic level, the unquestionable relevance of text comprehension for knowledge construction, and the contribution of reading and learning strategies to the final learning outcomes. A number of empirical studies (e.g. Berry & Chew 2008, Gunn 2008) have shown the benefits of engaging students in the procedure of generating text-based questions for the process of reading comprehension. A few studies, however, have dealt with the development of students' ability of generating text-based questions and its relationship to disciplinary reading comprehension and knowledge construction.

The present study, longitudinal in nature, will last one semester. It will aim to investigate the changing quality of text-based questions generated by a group of English philology students' taking part in a content-oriented academic course with added sessions in training and practicing reading and learning strategies. The participants of the study will be provided with the rationale for the tasks they will be involved in, a thorough question-generation strategy training, and a set of exemplary question stems to use as a point of reference in generating their own questions. Subsequently, the students will be systematically engaged in reading selected disciplinary texts and generating own questions addressing the most important text information. Then, adopting the principles of content-based reciprocal reading instruction (Palincsar & Brown 1984), the students will collaborate in pairs in order to answer each other's questions and consequently, discuss the content of the texts.

The study will be undertaken in order to address the following questions:

1. Are the questions generated by the students relevant from the point of the contents of the selected disciplinary texts?
2. What types of questions (in terms of their content and form) and how frequently are generated by the students while reading the target texts?
3. To what extent do the questions generated by the students refer to the main ideas of the texts?
4. How frequently do students modify their questions in terms of content and language, after having discussed them through reciprocal peer questioning ?
5. How does the quality of the student-generated questions (their content and form) change over time as influenced by the training, practice, and feedback provided by the teacher and other students?
6. Is the quality of the student-generated questions related to reading comprehension results and the targeted knowledge acquisition?

The focus of the research study is primarily on describing and interpreting the processes within the examined reality of reading and learning tasks from different perspectives. Thus, the use of mostly qualitative methodology in the project is considered. The empirical investigation will draw upon several sources of data collection, including the sets of text-based questions generated by the students, the recordings of the participants' cooperation and the lists of modified questions, comprehension tests, a post-study knowledge quiz, and the transcripts of retrospective semi-structured interviews with the participants of the study.

It is hoped that the designed investigation will shed light on a range of facets of the students' engagement in the construction of text understanding and disciplinary knowledge building.

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Questions which I would like to raise about my project:

1. Will the research methodology considered be effective for finding answers for the research questions posed?
2. Is the worked out question classification appropriate for categorizing text-based questions generated by undergraduate university students?
3. To what extent is the planned system of analysing student-generated questions adequate for the purpose of the study?

Małgorzata Serafin

Individually or in a group? Investigating the most beneficial form of classroom interaction

The question about learning individually or in a group has been raised many times by the researchers. Nevertheless, the issue is still very interesting for English language students and teachers. Is it more beneficial for learners to learn the language individually, or to work in groups?

The aim of my study is to find out which type of classroom interaction is more profitable for the students and their second language acquisition process. I would like to present the advantages and disadvantages of both, working individually and in a group. Conducting my study and writing theoretical part of my thesis will help me to make some conclusions concerning this topic.

In previous years, the popularity of communicative approach to language teaching has shifted teaching and learning styles from teacher-dominant to learner-dominant. Consequently, group work is now globally used in the classroom as it ensures more learner-learner interaction and lowers the amount of teacher talk in the classroom (Sheils 1991: 7). Many researchers have been discussing the effectiveness of working in a group (Long and Porter 1985, Long 1990, Ohta 2011, Shima 2001). On the other hand, many learners prefer working alone in the classroom. According to Penny Ur (2012: 235), among other benefits, working individually includes autonomy and varying degrees of learner choice. In the study that I conducted in 2015, I found out that the majority of the participants feel more confident when they work alone, they prefer working individually than in groups.

The methodology that I want to use in the study is an experiment combined with observation and interview. The participants will be divided into two groups. They are thirteen years old, their level of proficiency in English is highly similar. In one group, the majority of exercises will be done individually, whether in the second group the same activities will be done in groups. I want to observe them for two hours in a week. My study will last for one year. In the observations, I want to focus on students' level of

engagement, pace and enthusiasm while working individually or in a group and compare it. Moreover, I want to evaluate their written and oral utterances after practising some part of material individually and in a group. At the end, I want to interview the students about their reflections concerning these two types of classroom interaction.

I hope that my thesis will give me some significant conclusions concerning working individually and in a group. Consequently, the outcomes of the study may enrich English teachers with some practical guidance in this matter.

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Alexa von Hagen

Developmental Dyslexia and Second Language Learning

Educational psychologists and teachers often believe that dyslexic children will show a lower attainment of second language (L2) skills than their typically developing peers. Consequently children with dyslexia are often discouraged from pursuing L2 courses, although little empirical evidence is available to support this decision.

Although existing studies indicate that many children with dyslexia show lower attainment in L2 than their peers, studies that have analysed individuals within the group, as well as dyslexic subgroups show that this is not true for all children with dyslexia. The published studies reveal a complex interaction between several factors, including (1) first language (L1) proficiency, (2) type of reading difficulty and (3) language specific characteristics of L1 and L2 orthographies. All of these factors play a role in explaining L2 proficiency in dyslexic children. Nevertheless, several questions remain unanswered.

On one hand existing work has focused mainly on literacy skills, both in L1 and L2 and little attention has been paid to other linguistic domains. However, L2 acquisition encompasses a range of linguistic demands and it is currently unclear which children with dyslexia might struggle to acquire skills in which domains. One main focus of my PhD's first study will be to investigate if children with dyslexia in L1 experience difficulties in learning spoken aspects of L2. In particular, I will address the role of spoken language abilities, such as speech perception, production and vocabulary in dyslexic children's L1 and L2 language profile. This would allow careful analysis of L2 learning profiles for children with dyslexia.

With regard to the language specific differences between the L1 and L2 writing systems, most studies have focused on participants with a shallow L1 language orthography learning a deep L2 script. The analysis of the opposite and even the bidirectional relation of this influence will be a novel contribution to this research field.

Therefore my PhD project focuses on the following two research questions that will be addressed in two main studies, performed with German speaking children in Germany learning English as an L2, and with a population of English speaking children in Australia learning German as an L2.

RQ1: Do dyslexic children show a lower attainment of spoken second language skills than typically developing children?

RQ2: Do the spoken language abilities of dyslexic children in L1 predict their attainment of spoken second language?

In the first study of this project, these questions are addressed by testing a group of 11-12 year old German speaking children with and without poor reading/spelling skills learning English as a L2 on a battery of L1 and L2 measures, as well as nonlinguistic measures that have been shown to influence L2 learning. The results offer a closer description of poor reader's/ speller's weaknesses and strengths in L2 learning by extending the focus of previous work to the language domain of spoken second language performance. These findings contribute to form an evidence base that can orientate parents, teachers and therapists about the second language learning of children with poor literacy skills.