



University of Silesia  
in Katowice

Szczyrk, 23<sup>rd</sup> – 25<sup>th</sup> May 2024

**35<sup>th</sup> International Conference on  
Foreign/Second Language Acquisition**

***INSTITUTIONS PROMOTING POSITIVE LANGUAGE LEARNING AND TEACHING  
ENVIRONMENTS***

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

**Thursday, 23<sup>rd</sup> May**

<b>07.30 – 09.00</b>	<b>Breakfast</b>
<b>09.00- 09.15</b>	<b>Conference opening</b>
<b>09.15. – 10.15</b>	<b>Plenary session 1</b> <b>Chair: Steve Killick</b> <i>Yolanda Ruiz de Zarobe Promoting positive learning environments: Language awareness in multilingual schools</i>

<b>10.15 – 11.15</b>	<b>Plenary session 2</b>			
	<b>Chair: Yolanda Ruiz de Zarobe</b>			
	<i>Steve Killick Feelings are Funny Things – The impact of emotional literacy in building engagement, confidence and communication</i>			
<b>11.15 – 11.45</b>	<b>Coffee break</b>			
	<b>Section A</b>	<b>Section B</b>	<b>Section C</b>	<b>Section D</b>
<b>11.45 – 13.45</b>	<b>Positive institutions</b>	<b>Inclusive learning environments</b>	<b>Multilingualism studies</b>	<b>Emotions from various perspectives</b>
<b>Thematic sections</b>	<b>Chair: Anna Mystkowska-Wiertelak</b>	<b>Chair: Ireneusz Kida</b>	<b>Chair: Jakub Przybył</b>	<b>Chair: Konrad Szcześniak</b>
<b>11.45 – 12.15</b>	Benjamin McMurry, Carolee Rogers, Maria Summers and Dan P. Dewey  <i>Assessing positive institution leadership wellbeing</i>	Bogusława Gosiewska-Turek  <i>Navigating the complexities of inclusive education: An examination of the influence of multisensory instruction on self-efficacy among dyslexic students learning English as a second language – A case study approach</i>	Agnieszka Otwinowska-Kasztelanic, Małgorzata Foryś-Nogala, Breno Silva, Olga Broniś, Agata Ambroziak and Borys Jastrzębski  <i>Raising awareness of L2-L3 similarities in learning L3 words. Does it make a difference?</i>	Małgorzata Szupica-Pyrzanowska  <i>Foreign language teachers' perspective on speaking anxiety</i>
<b>12.15 – 12.45</b>	Robert Oliwa  <i>Fostering positive language education practices: Exploring the synergy of institutional practices and individual characteristics of learners</i>	Weronia Król-Gierat, Sabina A. Nowak and Agnieszka Strzałka  <i>Agents of enabling: A case study of the AccessAbility Krakow Orienteering Challenge</i>	Kamil Długosz  <i>The facilitative effect of prior foreign language knowledge on learning grammatical gender agreement in a new language</i>	Aleksandra Kalaga and Marzena Wysocka-Narewska  <i>Emotions experienced by FL learners in a post-COVID classroom</i>

<b>12.45 – 13.15</b>	Katarzyna Budzińska <i>Positive institutions in the multilingual study abroad context</i>	Klaudia Ogrodniczek <i>Promoting inclusive language learning environments: Insights from multilingual education</i>	Agnieszka Solska <i>Exploiting the humorous side of translanguaging in education: Translingual puns as a resource for raising the awareness of language and culture in instructed multilinguals</i>	Katarzyna Papaja <i>An insight into pre-service and in-service foreign language teachers' hidden emotions. A qualitative study</i>
<b>13.15 – 13.45</b>	Paweł Sobkowiak <i>Institutional support in developing teacher resilience – The Polish tertiary EFL context</i>	Łukasz Matusz and Marta Fabjańska <i>Positive in-class relationships as a key aspect of cyberbullying prevention</i>	Ingrid Bello-Rodzeń <i>Different languages, similar experience(s)? Investigating L3 learning in higher education</i>	Marcin Gliński <i>Teaching English to students with severe intellectual disabilities: The problem of emotional over-stimulation</i>
<b>13.50 – 14.50</b>	<b>Lunch</b>			
<b>15:00 – 17:00</b> <b>Thematic sections</b>	<b>Section A</b> <b>Positive psychology &amp; well-being</b>  <b>Chair: Agnieszka Otwinowska-Kasztelanic</b>	<b>Section B</b> <b>Foreign language learners' development and varia</b>  <b>Chair: Marzena Wysocka-Narewska</b>	<b>Section C</b> <b>Various learning contexts</b>  <b>Chair: Andrzej Porzuczek</b>	
<b>15:00 – 15:30</b>	Bruno Costa, Jorge Pinto and Nélia Alexandre  <i>Positive learning in and outside the classroom: An intercultural approach for adult migrant learners</i>	Eihab Abu-Rabiah and Scott Jarvis  <i>Human rating of lexical diversity in L2 writing: A measure of proficiency?</i>	Tomas Kos  <i>Mixed-age primary classroom foreign language teaching: Implications for teacher education</i>	

<b>15:30 – 16:00</b>	Dan P. Dewey, Maren Barwick, Benjamin McMurry, Carolee Rogers and Joclyn Farrales  <i>Positive connections: A neurological (fNIRS) study of social connectedness in an English language program</i>	Konrad Szcześniak  <i>Sensitivity to semantic prosody in second language use</i>	Katarzyna Żák-Caplot  <i>An ecological approach to implementing language projects outside the classroom in formal and non-formal language education</i>	
<b>16:00 – 16:30</b>	Agata Słowik-Krogulec and Anna Mystkowska-Wiertelak  <i>The individual and collective experience of flow in teaching English to older adult learners</i>	Essa Qurbi  <i>Testing semantic memory activities for second language speaking performance</i>	Josh Skjold  <i>An ecolinguistic evaluation of sustainability via ecological discourse analysis of high school English language learner produced texts</i>	
<b>16.30 – 17.00</b>	Jakub Przybył  <i>Personal branding for future linguists: A self-improvement initiative that boosts motivation</i>	Ireneusz Kida  <i>Tones in Mandarin Chinese and Thai – Why do they matter less in the latter?</i>		
<b>17.00 – 17.30</b>	<b>Coffee break</b>			
<b>17:30 – 18:00</b>	<b>Meet the Editors Session (Section A room)</b>			
<b>18.00 – 19.00</b>	<b>Story-telling with Steve Killick (Section C room)</b>			
<b>19.00</b>	<b>Dinner</b>			

## Friday, 24<sup>th</sup> May

<b>07:30 – 09:00</b>	<b>Breakfast</b>			
<b>09:00 – 10.00</b>	<b>Plenary session 3</b> <b>Chair: Mirosław Pawlak</b> <i>Kata Csizér Wein Positive language learning and challenges in foreign language teaching in Hungary: Differences across schools and students</i>			
<b>10:00 – 11:00</b>	<b>Plenary session 4</b> <b>Chair: Kata Csizér Wein</b> <i>Mirosław Pawlak Investigating emotions in L2 education: A critical overview</i>			
<b>11:00 – 11:30</b>	<b>Coffee break</b>			
<b>11.30 – 13:30</b>	<b>Section A</b>	<b>Section B</b>	<b>Section C</b>	<b>Section D</b>
<b>Thematic sections</b>	<b>Positive institutions &amp; positive psychology and varia</b> <b>Chair: Sabina A. Nowak</b>	<b>Learning trajectories and experiences</b> <b>Chair: Paweł Sobkowiak</b>	<b>Foreign language learners' development</b> <b>Chair: Katarzyna Papaja</b>	<b>Emotions and identity</b> <b>Chair: Melanie Ellis</b>
<b>11:30 – 12:00</b>	Agnes Albert and Kata Csizér <i>The good, the bad and the ugly: Investigating individual differences in relation to different school contexts</i>	Andrzej Porzuczek and Arkadiusz Rojczyk <i>Phonemic transcription literacy in academic pronunciation courses: Is it still worth the effort?</i>	Khalid Soussi <i>EFL lexical knowledge depth: Order of acquisition and proficiency level parameters</i>	Zsuzsanna Degi <i>Using the idiodynamic method to assess individual level anxiety among students doing an English speaking test</i>

<b>12:00 – 12:30</b>	Joanna Aleksiejuk <i>Looking for "enabling institutions" in the Polish secondary education</i>	Katarzyna Rokoszewska <i>Intra-individual variability in the emergence of syntactic complexity in L2 English writing at secondary school – the individual learners and the group</i>	Steven Jarosz and Arkadiusz Rojczyk <i>Phonetic imitation in L2: American English flap consonants for Polish learners of L2 English</i>	Eszter Szakacs <i>Exploring language grit among Hungarian teacher trainees</i>
<b>12:30 – 13:00</b>	Sylwia Twardo <i>Argumentation quality in EFL student writing</i>	Ellen Preston Motohashi <i>English for empowerment and its limitations: 1.5 generation Filipino immigrant students' journeys to higher education in Japan</i>	Arkadiusz Rojczyk, Alicja Fyda and Edyta Woźniak <i>The acquisition of singular they in L2 English: A speeded interpreting task with Polish learners of English</i>	Éva Illés <i>Developing the theoretical framework of a problem-based approach to language teaching</i>
<b>13.00 – 13.30</b>		Katarzyna Bańka-Orłowska <i>Chinese language acquisition: Motivation and attitude as a medium to effective language learning</i>		Barbara Hofer <i>Multilingual learning and teaching in the minority setting of South Tyrol</i>
<b>13:30 – 14:15</b>	<b>Lunch</b>			
<b>14.15 – 18.00</b>	Visit to the Żywiec Brewery			
<b>20.00</b>	<b>Conference dinner</b>			

**Saturday, 25<sup>th</sup> May**

<b>08.00- 09.00</b>	<b>Breakfast</b>	
<b>9.00 – 9.30</b>	<b>Hotel check-out</b>	
<b>9.30 – 10.30</b>	<b>Plenary session 5</b>	
	<b>Chair:</b> Melanie Ellis <i>Creating positive spaces for English to grow in EFL instructed settings</i>	
<b>10.30 – 10.45</b>	<b>Coffee break</b>	
<b>10.45 – 12.15</b>	<b>Section A</b>	<b>Section B</b>
<b>Thematic sections</b>	<b>Positive psychology &amp; well-being</b>	<b>Foreign language learning policies</b>
	<b>Chair: Aleksandra Szymańska-Tworek</b>	<b>Chair: Danuta Gabryś-Barker</b>
<b>10.45 – 11.15</b>	Joclyn Farrales, Dan P. Dewey, Benjamin McMurry, Teresa Bell, Carolee Rogers and Maren Barwick <i>Character strengths with early career and pre-Service coaching</i>	David Singleton <i>Reflections on the new plans for early L2 teaching in Ireland</i>
<b>11.15 – 11.45</b>	Magdalena Niedbał <i>Harmony in primary school education: Fostering positive language learning and teaching environments for long-term academic growth</i>	Anna Becker and Yelena Zakharova <i>English medium of instruction, language policies, and internationalization at Polish higher education institutions</i>

<b>11.45 – 12.15</b>	Katarzyna Morena <i>EFL scholars' well-being</i>	Natalia Rzońca <i>Setting objectives for English language teaching in the ELF era</i>
<b>12.15 – 12.30</b>	<b>Conference closing</b>	
<b>12.35 – 13:45</b>	<b>Lunch and departure</b>	

**Registration:**

**Wednesday 22<sup>nd</sup> May: 6:00 p.m. – 9:00 p.m.**

**Thursday 23<sup>rd</sup> May: 8:00 a.m. – 8:45 a.m. & 2:20 p.m. – 2:50 p.m.**

**Friday 24<sup>th</sup> May: 8:15 a.m. – 8:45 a.m. & 1:30 p.m. – 1:45 p.m.**