



University of Silesia
in Katowice

Szczyrk, 23rd – 25th May 2024

**35th 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, 23rd May

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

10.15 – 11.15	Plenary session 2			
	Chair: Steve Killick <i>Feelings are Funny Things – The impact of emotional literacy in building engagement, confidence and communication</i>			
11.15 – 11.45	Coffee break			
11.45 – 13.45	Section A	Section B	Section C	Section D
Thematic sections	Positive institutions	Inclusive learning environments	Multilingualism studies	Emotions from various perspectives
	Chair:	Chair:	Chair:	Chair:
11.45 – 12.15	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-Kasztelanica, 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>
12.15 – 12.45	Robert Oliwa <i>Fostering positive language education practices: Exploring the synergy of institutional practices and individual characteristics of learners</i>	Werona 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>

12.45 – 13.15	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>
13.15 – 13.45	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>
13.50 – 14.50	Lunch			
15:00 – 17:00 Thematic sections	Section A Positive psychology & well-being Chair:	Section B Foreign language learners' development and varia Chair:	Section C Various learning contexts Chair:	
15:00 – 15:30	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>	

15:30 – 16:00	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>	
16:00 – 16:30	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>	
16.30 – 17.00	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>		
17.00 – 17.30	Coffee break			
17:30 – 18:30 Thematic sections	Section A – Poster Session		Section B – Meet the Editors Session	
18.30 – 19.30	Story-telling with Steve Killick (Section C room)			
19.30	Dinner			

Friday, 24th May

07:30 – 09:00	Breakfast			
09:00 – 10.00	Plenary session 3			
	Chair:			
	Kata Csizér Wein <i>Positive language learning and challenges in foreign language teaching in Hungary: Differences across schools and students</i>			
10:00 – 11:00	Plenary session 4			
	Chair:			
	Miroslaw Pawlak <i>Investigating emotions in L2 education: A critical overview</i>			
11:00 – 11:30	Coffee break			
11.30 – 13:30	Section A	Section B	Section C	Section D
Thematic sections	Positive institutions & positive psychology	Learning trajectories and experiences	Foreign language learners' development	Emotions and identity
	Chair:	Chair:	Chair:	Chair:
11:30 – 12:00	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>

12:00 – 12:30	Joanna Aleksiejuk <i>Looking for "enabling institutions" in the Polish secondary education</i>	Katarzyna Rokoszevska <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>
12:30 – 13:00	Amjed Al-Rickaby <i>Anxiety and enjoyment in the Iraqi EFL classroom: Evidence from Iraqi ELT college students</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>
13:00 – 13:30		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>
13:30 – 14:15	Lunch			
14.15 – 18.00	Visit to the Żywiec Brewery			
20.00	Conference dinner			

Saturday, 25th May

08.00-09.00	Breakfast		
9.00 – 9.30	Hotel check-out		
9.30 – 10.30	Plenary session 5 Chair: Melanie Ellis <i>Creating positive spaces for English to grow in EFL instructed settings</i>		
10.30 – 10.45	Coffee break		
10.45 – 12.15	Section A	Section B	Section C
Thematic sections	Positive psychology & well-being	Foreign language learning policies	Foreign language learners' development
	Chair:	Chair:	Chair:
10.45 – 11.15	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>	Sylwia Twardo <i>Argumentation quality in EFL student writing</i>
11.15 – 11.45	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>	Pei-Ying Lin <i>Literacy outcomes of English language learners: An evaluation of equitability</i>

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

Registration:

Wednesday 22nd May: 6:00 p.m. – 9:00 p.m.

Thursday 23rd May: 8:00 a.m. – 8:45 a.m. & 2:20 p.m. – 2:50 p.m.

Friday 24th May: 8:15 a.m. – 8:45 a.m. & 1:30 p.m. – 1:45 p.m.