



SYMA MARTA AL AZAB-MALINOWSKA

Poland / Adam Mickiewicz University in Poznan / mgr

ERLIII title: **Children's World of emotions – linguistic and narrative tools** (FRI-75-12.30)

ERLIII abstract:

Through getting linguistic competence we can develop skills that helps us to understand our emotions and to get to know what is other people emotion experience. This paper explore children's emotionality. This article presents linguistic tools that we can use to help children deal with their emotions. Useful approach here could be narrative perspective (and narrative therapy). Very important in this context is also relationship between parents and children – how both adults and kids can handle with their emotional life. In this paper family is understood according to systems theory (systemic therapy). The relationship between parents linguistic ability (mostly around emotions) and children skills to handle their emotions should be highlighted.



LORETA ANDZIULIENĖ

Lithuania / Lithuanian University of Educational Sciences / Department of English and English Philology /
University of Tartu, Faculty of Estonian and General Linguistics / PhD Student

ERLIII title: **Teacher beliefs and attitudes towards content and language integrated learning (THU-S3-16.40)**

ERLIII abstract:

It is the second decade that Content and Language Integrated Learning (CLIL) with dual focus of teaching a subject and a foreign language is being applied in Lithuanian secondary education. However, previous studies disclosed that few schools implement CLIL approach systematically. Mainly fragmental, teacher enthusiasm led CLIL prevails that invites foreign language and other non-linguistic subject teachers to collaborate. Thus, the present study aimed at investigating foreign language and other non-linguistic subject teachers' perspective on CLIL and its implementation. A survey of over 400 foreign language and other non-linguistic subject teachers from 217 secondary schools, that apply CLIL approach, was conducted by circulating two questionnaires respectively. This talk will present the results of the survey by disclosing significant differences between the beliefs and attitudes of foreign language and other subject teachers towards CLIL approach in general and its implementation in Lithuanian secondary schools. The results of the present study are intended to provide implications and recommendations for more effective and systematic application of CLIL in schools of secondary education as well as to pay attention to the factors that could encourage teachers to participate in CLIL programmes more actively.



ZENTA ANSPOKA

Latvia / University of Latvia / Professor

ERLIII title: **Language and content integrated learning and teaching in digital class: Latvia experience** (FRI-S5-12.10)

ERLIII abstract:

The topicality of the research is connected with the problem that in the last ten or more years approximately 300 thousand Latvian people are living in diaspora. Together with parents are living children in more than 15 countries. One of the task with national importance is to help to children and their family to save or to develop Latvian language and culture traditions, to give possibility to return to Latvia and to continue education process in Latvia. As we know language is a significant national value and self – actualization mean. General aim is to help to children to learn language and acquainted with Latvian culture, nature phenomenon and to understand social events, relationships in the society. One of possibility for this is to plan and to realise integrated language and content learning and teaching process. One of the mean for diaspora children is digital class – Classflow site and another means of information (Skype, a mobile phone and toys with special computer software, interactive blackboard programs etc.). Aim of the study is to analyze language and content integrated learning and teaching experience in digital class with diaspora children. Methods and materials are theories about language and culture interaction, theories about communicative approach, task-based learning and some empirical observations in different lessons and analyze of these results. Key words: digital class, language and content integrated learning, learning/teaching resources, teacher's professional competence.



PERA AUREL

Romania / University of Craiova / Associate Professor, PhD

ERLIII title: **Adolescent self-image psychology (experimental research)** (THU-S3-15.00)

ERLIII abstract:

Specialized psychological literature research reveals that self-image is a field of theoretical and experimental confrontations in the process underway. In the present study we started the delimitation concepts: self-knowledge, self-identity, self-image and kept research to problems of methodology of studying self-esteem in adolescents with psychodiagnosis issues and psychotherapy self-image, direct self-image egocentrism perception interpersonal and self perception coefficient of self-delusion, self-knowledge test via self-image questionnaire (SIQ). We followed in particular highlighting the characteristics of self-image of adolescents compared with self-image profiles of other subjects. In the longitudinal study we aimed to establish basic traits that remain constant self-evaluation of students as well as those that change the course of a school year. The conclusions we reached can be summarized as: adolescents see themselves in a less favorable light than other age groups; the trend of self-delusion is more or less pronounced in respect of its properties; self-assessed personality traits change, other are maintained over time; self-image of adolescents reveals a tendency toward complex and complete only after a workout more or less supported; self-image appears relatively independent of all personality traits. Keywords: self-image, self-image direct coefficient of self-delusion, ego and personality, adolescent identity, self-image questionnaire for knowledge.



3rd ERL CONFERENCE – Lithuania, Vilnius 14-15 June 2018

LANGUAGE BELIEFS	LANGUAGE ACTIVITY
LANGUAGE EXPERIENCE	LANGUAGE MATRICES

ANNA BASIŃSKA

Poland / Adam Mickiewicz University in Poznan / Faculty of English

ERLIII title: **Supporting Learning with Teacher's Language. Essentials of Classroom Practice** (FRI-S6-12.50)

ERLIII abstract:



SILVIA BAUER-MARSHALLINGER

Pre-doctoral research fellow at the University of Vienna, Austria

1. **PARTICIPATION:** Prior to starting my PhD, I worked as an English and CLIL history teacher at upper secondary schools in Vienna. Being trained as a language and content-subject teacher, I am interested in how these two different fields can positively affect each other, especially when a foreign language is used as the medium of instruction. Unfortunately, there is neither a lot of language-aware CLIL material, nor is there extensive language-and-content-integrative research. ERL III, however, really seems to embrace the idea of interdisciplinary in educational research which is why I am looking forward to this conference.
2. **ISSUES:** Content and Language Integrated Learning (CLIL) researchers have recently seemed to agree on the importance of properly theorizing the integration of language and content teaching. One notion allowing integration of content and language pedagogy are cognitive discourse functions (CDF), which are defined as routinized communicative patterns used to externalise cognitive processes (Dalton-Puffer, 2016). A previous study by Bauer-Marschallinger (2016) suggests that the CDF construct by Dalton-Puffer (2013), centring on seven key language functions, is suitable for analysing competency-based history education.

While research has generally acknowledged the significance of conceptual integration, little has been done concerning its operationalization and pedagogical implementation. Therefore, the main objective of this dissertation is to move the frontier forward in this regard. For this purpose, a design-based research (DBR) methodology will be used. DBR usually aims at developing materials and tools while advancing theoretical underpinnings, which are also the aims of this project. Typically for DBR, various data collection methods, such as interviews, observations and tests, will be used to identify the needs of students and teachers. Based on these insights, pedagogical interventions including materials based on CDF theory will be produced, applied in the classroom and continuously evaluated.

ERLIII title: **CLIL with a capital CLIL with a capital I - Using cognitive discourse functions to integrate language and content acquisition in the CLIL history classroom** (FRI-S5-12.30)

ERLIII abstract:

This PhD project aims to address the issue of content and language integration in upper secondary history CLIL settings. Following design-based research methodology, language-aware, competency-based materials and didactic interventions will be designed, continuously developed and evaluated. These interventions will be based on the concept of Cognitive Discourse Functions, which is a notion allowing conceptual integration of content and language learning.

3. **ERL NETWORK/ERL ASSOCIATION:** As I am rather new to the scientific community, I would like to use this conference as a means to meet fellow researchers in the field and establish new international contacts. Given my novice status, I cannot really provide any specifics about a future involvement in ERL at this point in time.

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LOUISE BEATTIE

England / University of Worcester / tutor

ERLIII title: **Reading within a language-rich curriculum: how policy dictates practice** (THU-S1-16.20)

ERLIII abstract:

The English curriculum within England promotes the teaching of language through a skills based approach which sits within a contextual framework rooted in preparing children for the wider world. This presentation explores pedagogical practices associated with language teaching and questions the efficacy of each component when developing lifelong readers whilst preparing pupils for 'high stakes' tests. Underpinned by statutory obligations, the curriculum around reading will be examined in light of current literature around best practice.



CRISTINA BERRY

USA / Georgetown University

ERL title: **Polishing foreign language with grit: the role of perseverance and determination in language learning** (THU-PLENARY-11.00)

ERLIII abstract:

Like polishing an untreated stone, language learning is a process with many stages. Just as the jagged edges of a rough rock are smoothed by rubbing up against increasingly finer particles of abrasive grit, a language learner must be able to withstand the social and emotional friction they face when acquiring proficiency in a new language.

In addition to teaching the four language skills, today's instructors must encourage students to develop the "grit" that it takes to ride out the emotional highs and lows associated with language learning.

This talk addresses ways to push learners through bouts of self-doubt, discouragement, and fatigue and provides tips for developing perseverance of effort combined with the passion of a long-term goal. In short, it highlights the importance of withstanding, as well as promoting, grit as it pertains to language learning.



BRANWEN BINGLE

UK / University of Greenwich / Principal Lecturer: Operational Lead for Initial Teacher Education

1. PARTICIPATION

I have had a long interest in literacy and linguistics: I began my career as a primary school teacher with a BA Ed Hons in Drama with English, and spent over half my time in schools as a subject co-ordinator for English. During this time I was driven by a wish to share the beauty and the power of modes of communication with learners from aged 3 to adulthood in a range of settings. Upon completion of an MA Ed in Applied Linguistics I moved into academia as a senior lecturer in Initial Teacher Education, again with a focus on literacy and English language. My PhD was an exploration of the way sociocultural norms that might influence professional identity appear in children's literature, and I was struck yet again by the power of words and semantics in shaping our view of the world. The scope of ERL III appealed to me for this very reason, particularly as it develops the themes of social and cultural aspects of language. I am looking forward to the range of presentations on offer in the programme, the discussions around the exemplary questions and the opportunity to become part of the ERL network.

2. ISSUES

The focus for my work is Education, but also Children's Literature and Social Science (in particular work around identity and representation). From 2014-16 I was involved in an Erasmus+ project centred on raising social and political awareness (www.we-are-europe.net) and I am currently undertaking two small-scale research projects into the experiences of under-represented groups within the teaching cohort across Primary Education in the UK with colleagues at the University of Worcester and the University of Greenwich.

ERLIII title: **The application of Personal Construct Theory to critical literacy and language analysis (FRI-PLenary-09.40)**

ERLIII abstract:

How do learners construct their understanding of the world and how in turn can we develop an accurate understanding of those constructs? This presentation develops the findings from a recently completed doctoral study which explored the interplay between literature written for children, literature written by children and wider sociocultural constructions of professional identity. Framed by an exploration of sociocultural perceptions of teachers, the research developed a method for analysing personal constructs and identifying cultural influences.

As part of the study, the principles of Personal Construct Theory (Kelly, 1956) were applied to literary analysis as well as participant interviews in an original process that highlighted the interplay between the real and the imagined through language. In order to explore how learners construct the teacher as a narrative tool, a comparative analysis of children's and primary teacher trainees' perceptions of professional identity was undertaken. A total of 22 year 5 pupils and ten students coming to the end of their teacher training degree participated in the research. Narrative methodologies led to the collection and analysis of a rich dataset which not only reflected common sociocultural depictions of teaching from literature but also indicated the aspirations and expectations from pupils and students



alike. This paper describes how the study led to an understanding that teaching critical literacy skills can empower children in recognising the system of constructs within a text through an analysis of the language, encouraging a more thoughtful approach to recognising socio-cultural bias.

Relevant Publications:

Bingle, Branwen (2018) Matilda and the mythologisation of Miss Honey and Miss Trunchbull. *Mousaion*, 35 (2). pp. 41-55. ISSN 0027-2639 (Online) (doi:10.25159/0027-2639/2768) <https://upjournals.co.za/index.php/LIS/article/view/2768>

Bingle, B., Kington, A., Howard, C. and Robinson, C. (2017). Tales from the Watershed: Using repertory grids in the study of teachers' mid-career identity. In: Winter, D.A., Cummins, P., Procter H. and Reed N. (Eds) *Personal Construct Psychology in the 21st Century*, Newcastle-upon-Tyne: Cambridge Scholarly Publishing

Horton, S., Beattie, L. and Bingle, B (2015) *Lessons in Teaching Reading Comprehension in Primary School*. London, Sage/Learning Matters <https://uk.sagepub.com/en-gb/eur/lessons-in-teaching-reading-comprehension-in-primary-schools/book245071>

Horton, S. and Bingle, B (2014) *Lessons in Teaching Grammar in Primary School*. London, Sage/Learning Matters <https://uk.sagepub.com/en-gb/eur/lessons-in-teaching-grammar-in-primary-schools/book242638>

3. ERL NETWORK/ERL ASSOCIATION

I would be very interested in maintaining contact with the ERL network and willing to explore future roles in both an official and unofficial capacity. I am currently a member of IRSCL and UKLA, and I am a reviewer for the UKLA's journal *Literacy*.

4. ERL DEVELOPMENTS/ERL THOUGHTS

As I am new to the organisation I do not yet have any views on developments etc. However, I look forward to meeting with everybody in June and seeing what develops out of the conference.

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WILLIAM BINTZ

USA-Ohio / Kent State University, School of Teaching, Learning and Curriculum Studies / Professor

ERLIII title: **How is bullying portrayed in a collection of selected picture books? A Content Analysis (FRI-S8-12.30)**

ERLIII abstract:

Bullying is defined almost universally as “unwanted aggressive behavior by another that may inflict harm.” It is a serious problem for children, adolescents, and young adults. Tragically, it starts in preschool, increases in elementary school, peaks in middle school, and is considered the most prevalent form of youth violence. Bullying is universally pervasive. It crosses political boundaries and different cultures. In a recent survey of 66 countries around the world, important findings indicated that, on average, 31.2% of adolescents surveyed had experienced peer victimization within the past 2 months, with rates as high as 60% in some countries. Bullying is also universally indiscriminate. No matter age, country, or culture, bullying can result in long term harm to individuals, harm that sometimes lasts a lifetime. This session is a research report based on the question, How is bullying portrayed in selected picture books? It presents findings from a content analysis of how bullying is portrayed across a total of 126 picture books. All books were written in the English language. Data collection focused on the identity and characteristics of the bully and the bullied, the identity and portrayal of bystanders, the description of stigma or reason for bullying, the context for bullying, the types of bullying, and the variety of coping strategies used (or not used) by the bullied. Data analysis was collaborative, qualitative, and focused on constructing and representing recurring patterns in the portrayal of bullying across the data set (n=126 picture books). Preliminary findings indicate that one recurring pattern is that white males in the age range of 5-13 are predominantly portrayed as a bully and the bullied with focus predominantly on the bullied. Moreover, bullying is portrayed as a repetitive, not a single act, and school as the common context for bullying. Discussion and implications of these findings will be discussed and future research questions will be described.



ELISA BITTERLICH

Germany/ Technical University Dresden/ Scientific Associate/ -

1. PARTICIPATION

I have heard from the conference through colleagues. The topic is really similar to my doctoral study about the learners' language in different situations of the mathematics classroom. I also recognized, that on ERL I and ERL II there was no German participant. With my participation I hope to get into contact with researchers from different countries but with similar research focus and to stay in contact with them. As the conference is small compared to ICME or CERME and it has not the focus on mathematics I consider that I will join fruitful discussions.

2. ISSUES

My study focus is the oral language of the learners of different classes and during different situations of the mathematics classroom. Through videos of „everyday“ mathematics classes (i.e. that I am in the class but the original teacher holds the lessons as he or she planned it and I am just a guest who does not have the aim to change anything) I am looking for interesting scenes in which the students talk. These scenes were transcribed and analysed via interactional analysis (e.g. Krummheuer 2011). I also look at some typical characteristics of Academic Language. Without opening up the dichotomy of Everyday versus Academic Language (in which the former is often seen as a low and the second as a high level) I consider language in the mathematics classroom as „Everyday Academic Language“ and try to reconstruct some characteristics of the mathematical discourse.

ERLIII title: **(Everyday) Academic Language and Mathematical Discourse. Different situations – different languages?** (THU-S1-16.00)

ERLIII abstract:

The role of language in mathematics and mathematics education has increasingly caught attention of many researchers. Within this context, a frequent use of the term “Academic Language” (AL) is noticed. However, there is no universal definition of it and in studies about the learners' competences in AL, the focus is rather on lexical and semantical features than on discursive ones. The presented research investigates the learners' discourse competences within different situations and asks: How does the use of language and discourse practices change during different situations in the mathematics classroom?

3. ERL NETWORK/ERL ASSOCIATION

As I am a young researcher I hope to join the further ERL conferences to build up collaborations with other researchers. I am already a member of a group of German researchers which „use“ Interpretative Classroom Research and Interactional Analysis (e.g. Marcus Schütte, Birgit Brandt, Götz Krummheuer, Kerstin Tiedemann, Marei Fetzer, Christoph Schreiber)

4. ERL DEVELOPMENTS/ERL THOUGHTS

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PAULA BUDZYŃSKA

Poland / Nicolaus Copernicus University in Toruń / MA

ERLIII title: **How is/should writing in a foreign language be developed at the level of early school education? A case study in Poland and Lithuania** (THU-S2-16.00)

ERLIII abstract:

The paper aims at providing a potential answer to the question about the extent to which selected currently available English language textbooks (hereafter 'ELTs') for early school education in Poland and Lithuania allow developing pupils' writing skills in English described in the most recent (2017) official regulations at both the European (e.g. the CEFR Volume Companion) and the national level (e.g. the Core Curricula in the countries in question). The analysis is performed with the use of the model created by the authors and based on the afore-mentioned documents. The study enables indicating changes that should be introduced to the content of the examined ELTs in order to make them possibly the most compliant with the valid recommendations.



CLAUDIU MARIAN BUNAIASU

Romania / University of Craiova / Associate Professor

ERLIII title: **Programs and Strategies for Developing Students' Intercultural Communication Competences** (FRI-S8-12.50)

ERLIII abstract:

Intercultural communication is an interdisciplinary area, undergoing epistemological consolidation, being at the crossroads of more disciplines: communication sciences, linguistics, semiotics, social and cultural anthropology, intercultural psychology, sociology of communication. The issues of intercultural communication's competences is falling under the specific concerns of the approach of cultural diversity's educational paradigm and represents an area of interest of linguistic education and of European dimension of intercultural education. The article Programs and Strategies for Developing Students' Intercultural Communication Competences is structured on two related dimensions. First one is focused on theoretical-methodological fundamentals of the theme and approaches: a) the status and characteristics of the discipline Intercultural Communication; b) the multidimensional structure of intercultural communication competence; c) methodological perspectives of the theme, in the correlation optics of linguistic education with intercultural education. The second part of the article presents the process and results of a research, impact study type, finalized with the uprising of some discussions, programs and educational strategies to facilitate the development of students' intercultural communication's competences, operational in European context. The methodology of triangulation was realized by applying an omnibus type questionnaire to all 250 subjects, of some focus-group sessions and some individual interviews. We anticipate the results of the impact study to be capitalize in a following research, of bigger amplitude, in which to be included subjects from other countries as well, and in which to be tested at experimental level a curricular program for development of the students' intercultural communication competences.



HALINA CHODKIEWICZ

Poland / Pope John Paul II State School Of Higher Education in Biała Podlaska / Associate Professor

Halina Chodkiewicz is Professor of Applied Linguistics, The Department of Neophilology, Head of Department of Humanities and Social Science, Pope John Paul II State School of Higher Education in Biała Podlaska; formerly the Department of English, Maria Curie Skłodowska University, Lublin, Poland. She teaches second language acquisition and ELT courses and supervises BA, MA, and PhD dissertations. Her major research interests are second/foreign language acquisition, developing L2/FL reading competence, vocabulary acquisition and teaching, individual learner differences, and CBI/CLIL pedagogy. In her recent papers published nationally and internationally she focuses on different aspects of academic reading, reader strategy use, and dual focus on language and content. She is the author of three books on reading and vocabulary acquisition, and the editor or co-editor of five volumes on foreign language learning and teaching, including /Language Skills: Traditions, Transitions and Ways Forward / (with Magdalena Trepczyńska, CSP, 2014) , T/owards Integrating Language and Content in EFL Contexts: Teachers' Perspectives (Wydawnictwo PSW JPPII, 2015), Working with Text and around Text in Foreign Language Environments (/with M. Krzemińska-Adamek, P. Steinbrich, Springer International, 2016).

ERLIII title: Exploring the advanced EFL students' language performance in reciprocal reading tasks (THU-S4-16.00)

ERLIII abstract:

The paper presents the theoretical underpinnings and the findings of a multiple case study which aimed to investigate language-based practices adopted by advanced EFL students involved in reciprocal reading tasks. Engaged in reading content-area texts in pairs, the students were expected to generate their own questions and respond to them. Both quantitative and qualitative data were collected in order to analyse the students' language performance while working with the target texts.

I find the topics dealt with by ERL project of fundamental significance to all the teachers at all educational levels as it is language development, among others, they are expected to assist their learners in. The problem is that teachers in Poland are often not aware of this role they are to play nor are they professionally prepared for it. On the other hand, applied linguists and foreign language methodologists have too often focused on language issues limited to language classes without giving due attention to a variety of schooling genres, experiences and cultural and political contexts. That is the reason why taking a more interdisciplinary approach involving researchers in different fields is needed to fully understand the role of language in education and cater for it in a well-informed way in future.

My current interests are literacy skills in educational contexts, which is a topic of our conference, in fact, related to the problems raised in your project. The conference devoted to their most recent conceptions of literacy and practical solutions will be organized by Maria Curie Skłodowska University, Lublin and Pope John Paul II State School of Higher Education in Biała Podlaska on 22-23 October in Biała Podlaska.



MICHAL DASZKIEWICZ

Poland / University of Gdansk / assistant professor / PhD

1. PARTICIPATION

I have decided to take part in (and organize) ERL III for multiple reasons, the major of which are as follows:

- I believe that ERL studies can truly make a difference – not only in our understanding of how language determines education, but also in educational systems altogether;
- as follows from the 'linguistic turn', educational scientists need linguists and linguists need experts in educational science;
- studies on ERL will be most effective if carried out on the international scale and it is high time such studies were performed systematically in a globally coordinated fashion;
- for such coordinated studies national leaders/coordinators/teams/academic units around the globe are needed;
- ERL I & ERL II were very successful and showed a global interest in these issues;
- (newly established) International Association for the Educational Role of Language seeks devoted members from around the globe;

2. ISSUES

My overall ERL interests cover the whole ERL scope and how a person's language beliefs, activity, experience and matrices shape one's personality. Narrower issues I focus on are: personal experiencing of spoken English, language use in tertiary education, oracy, relationship between four language skills and learning, composing one's own language.

ERLIII title: **ERL concept of language personality (beliefs-activity-experience-matrices)** (THU-PLN-12.15)
ERLIII abstract:

The presentation (to be delivered after the ERL trajectory has been briefly outlined) shall address the concept of a student's language personality comprising language beliefs, activity, experience and matrices. It will have a predominantly theoretical and strategic character. A framework for coordinated studies will be presented with a view to designating (preferably during the conference) specialists of linguistic issues on the axiological, psychomotor, affective and cognitive levels.

3. ERL NETWORK/ERL ASSOCIATION

ERL network: I shall continue to initiate and participate in ERL projects, especially in Area 3

ERL Association: I shall focus on its activities and develop it on the level of ERL projects, ERL journal, ERL events (incl. conferences) and solicit new members and states.

4. ERL DEVELOPMENTS/ERL THOUGHTS

I believe that we shall organize the next conference at a university, where a novel combination of educational science and linguistics is offered (similarly to ERLIII, hosted by the Lithuanian university, where the English-oriented department is a part of education- and humanities-oriented faculty. Such a blend on the formal level can serve as a convincing and promising criterion in the selection of 2019 host.

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ANNA DĄBROWSKA

Poland / University of Warsaw, Faculty of Education / PhD

1. PARTICIPATION

ERL is a unique project. I'm interested in the overlap between linguistics and pedagogy. For this reason, most of all, I appreciate the interdisciplinarity of the project. It is also an opportunity to make contact with people from other countries, who are interested in similar matters

2. ISSUES

My research interests focus on adolescent language. At present, I'm working on the following research questions: What are the characteristics of adolescent language? What changes take place in adolescent language? What linguistic worldview does adolescent slang reflect? How does culture influence the changes taking place in adolescent communication? Is adolescent slang present in public discourse? (If so, to what extent is it present?) What is adolescents' linguistic and communicative competence like? What are the characteristics of adolescent literacy? What are the communication styles of boys and girls? How does communication relate to sex? What is the linguistic worldview of values in the parent – adolescent discourse?

ERLIII title: **Educational Role of Language and Polish Youth Slang – Literature Review** (FRI-S8-11.50)

ERLIII abstract: The impact that language has on human cognitive processes unquestionably points out to its educational value. A man acquires a language and through language learns the world. Thereby language becomes both: the subjective and the objective of cognition. Language shapes the user's perception of the world as well as takes them into a given linguistic and cultural community. The youth slang - being socially-based language variation - primarily performs social function. So far it has been classified as a lower language register of limited usage and therefore has not been studied with respect to its educational value. However, in present-day cultural context the youth slang becomes more commonly used and, consequently, the question "What exactly does the youth slang teach?" seems vital. The report will cover the following problems: What is the educational role of Polish youth slang? What view of world is the outcome of the youth sociolect? How can one make use of this language variation in education and up-bringing processes?

3. ERL NETWORK/ERL ASSOCIATION

Within the framework of ERL I would very much like to cooperate with scholars, who are interested in the subject: linguistic worldview, linguistic competence, communicative competence, orality and literacy, adolescent literacy, adolescent slang, in the form of exchange of experiences or common research project

4. ERL DEVELOPMENTS/ERL THOUGHTS

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JOANNA DOŁŻYCKA

Poland / Nicolaus Copernicus University in Torun / Intern of Interdisciplinary Centre for Modern Interdisciplinary Technologies

1. PARTICIPATION

I think that EARL III is a great opportunity to listen to lectures of people with similar interests and find out what the approach to the pupils looks like in other countries around the world.

2. ISSUES

I'm highly interested in widely understood language processing using various neuroimaging techniques (e.g. electroencephalography or magnetic resonance).

ERLIII title: Phonological awareness in children with language-based learning disabilities (FRI-S7-11.50)

ERLIII abstract:

Reading and writing difficulties are currently one of the main problems faced by native language teachers. The aim of this presentation is to provide recent developments in dyslexia research, including neural correlates of phonetic acoustical and temporal cues identification (e.g. formant transitions and voice onset time). Recent advances in neuroscience broaden our understanding of neuronal underpinnings of language processing disorders and proposing new compensatory tools or strategies.

3. ERL NETWORK/ERL ASSOCIATION

My research interests revolve around the empirical research related to the neurophysiological activity of the human brain during the processing and production of language/speech. I'll be pleased if I could take part in projects developed by the ERL network.

4. ERL DEVELOPMENTS/ERL THOUGHTS

This is my first ERL conference and I'm looking forward to meet you in Vilnius!

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PATRICK ERRINGTON

Scotland / University of St Andrews / PhD Researcher

1. PARTICIPATION

I'm taking part in the ERL conference in large part in the hopes of connecting with other researchers from all over the world working in very different, but nevertheless related, fields to my own in the aim of broadening my knowledge, receiving feedback on my own research, and fostering new connections and potential collaborations. My supervisor, Prof John Burnside, recommended the conference to me and, after reading about the past conferences and about the research group's interests, I became very keen to become involved. My particular area of interest is somewhat tenuously connected to the aims of the conference, but is nevertheless deeply concerned with language (particularly language acquisition and processing) and education (largely as it relates to the possibility of broadening the modes of intellectual response to literature beyond those based in critique or 'suspicious hermeneutics').

2. ISSUES

My present research and PhD thesis is an attempt to posit an alternative mode/mood of response to that of critique and 'suspicious hermeneutics', which has become the de facto means of intellectual engagement with literature. I suggest what I call a 'co-creative mode of composition' (versions, imitations, hommages), a 'responding *with* (rather than *to*) texts' as a means of fostering a more enactive and receptive orientation of reading, and in particular reading contemporary lyric poetry, which I suggest asks this form of readerly receptivity. I myself am also a poet currently working on my next collection, and a literary translator (examples of my literary work can be found on my website below).

ERLIII title: **In Kind: How Creative Response Fosters an Enactive Reading of Poetry** (THU-S4-15.00)

ERLIII abstract:

If, as has been recently suggested by Rita Felski and others, the current ubiquity of critical writing (both within academia and without) has fostered a predominating suspicious mode of approach particularly amongst readers of poetry, might there be a way we might encourage a more generous, empathetic mode of reading, one more in keeping with what poems strive to do? Drawing on a cross-disciplinary blend of literary study, linguistics, cognitive neuroscience, and philosophy, my paper hopes to offer an answer to that question by first suggesting that poetic writing seeks to 're-embody' or 'reactivate' the process of understanding, encouraging the neural simulation that is a basis of understanding to spread more broadly in the brain's sensorimotor areas. Poetry, I argue based on recent 'simulation theories of language processing', works to counter a generally observed 'streamlining' in the processing of linguistic information over time; where the sensorimotor simulation of events, scenes, objects, described by language (and simulation of the language-act itself) is pared down through habituation and progressive abstraction, novel uses of language, such as those often found in poetry, encourage a much wider recruitment of the sensorimotor system, the system used for processing and blending real-world



experiential data. If it is the case that 'poetic' features of language (heightened rhythmic features, rhyme, sensorial language, novel metaphors, etc.) encourage a broader sensorimotor activation, my paper argues thereby for a creative or poetic mode of response (homages, versions, pseudo-translations) as a way of 'carrying forward' (to use psychologist and philosopher Eugene Gendlin's term) this broader, felt simulation, the neural 'movement' of the poem. Such responses, I argue, might in turn foster a form of reading that better reflects this broadly 'enactive' form of understanding that poetry requests, one akin to the aesthetic reading suggested by Reader Response theorist Louise Rosenblatt (as opposed to what she calls 'efferent reading'), a reading sympathetic to the aims of the text, a reading in kind.

3. ERL NETWORK/ERL ASSOCIATION

At this point, I consider my role to be very much that of a learner. I am keen to be involved, but my experience in research groups such as this is rather minimal. I am, however, highly involved in the literary and literary-translation scenes in Scotland and the UK more generally, running an internationally recognised online literary journal, *The Scores*, and being a poet and a literary translator (from French). If anyone's research happens to touch on any of these areas, I would be love to talk more about it.

4. ERL DEVELOPMENTS/ERL THOUGHTS

Being in the final stages of my doctorate, most things are in flux for me at the moment so I won't suggest locations or times for future conferences. I am however especially intrigued by the interdisciplinarity of this network and conference and I would love to see that sort of work continue and grow. I am excited to see where this leads next!

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3rd ERL CONFERENCE – Lithuania, Vilnius 14-15 June 2018

LANGUAGE BELIEFS	LANGUAGE ACTIVITY
LANGUAGE EXPERIENCE	LANGUAGE MATRICES

JOE FLYNN

United Kingdom / Director of professional organization for Local Government officers/teachers supporting International New Arrivals (see www.nassea for details) / Retired Local Government officer/teacher managing services for International New Arrivals

1. PARTICIPATION
To hear how international colleagues teach English/Host language
2. ISSUES
How to measure progress in host language acquisition.
3. ERL NETWORK/ERL ASSOCIATION
I could offer training in methodology of assessing host language using the tool we have developed in the UK. NASSEA EAL ASSESSMENT FRAMEWORK and electronic tracker.
4. ERL DEVELOPMENTS/ERL THOUGHTS

CONTACT: joemanchester@hotmail.co.uk



JUDITH FLYNN

**United Kingdom / Manchester Metropolitan University / currently part time University Visiting Tutor,
Senior Lecturer (retired), / Doctor in Education**

1. PARTICIPATION

I am participating in ERL111 because of the wide range of perspectives on language that are included. My particular interests are in teacher education around the teaching of children and families who are recently arrived from overseas. I expect the wide range of perspectives to provide insights that can be applied to this area.

2. ISSUES

My paper: Political and ethical dimensions of language in the educational encounter with bilingual children. This paper draws on Rancière's political philosophy (2004) and Ricoeur's ethics (2006) as lenses to view the gaps perceived within the discourses of teachers around bilingual children. The themes emerged during my doctoral study using a grounded theory approach in a multi-ethnic primary school in the North West of England. Perceptions of bilingualism were found to marginalise developing bilingual identities. This paper asks how understandings of language are inscribed within narrow curricula.

ERLIII title: **Political and ethical dimensions of language in the educational encounter with bilingual children** (THU-S4-16.20)

ERLIII abstract:

The paper draws on Rancière's political philosophy (2004) and Ricoeur's ethics (2006) as lenses to view the gaps perceived within the discourses of teachers around bilingual children. The themes emerged during my doctoral study using a grounded theory approach in a multi-ethnic primary school in the North West of England. Perceptions of bilingualism were found to marginalise developing bilingual identities. This paper asks how understandings of language are inscribed within narrow curricula.

3. ERL NETWORK/ERL ASSOCIATION

I am willing to communicate with people with similar or related interests. I am a member of a Manchester Metropolitan University working group on reflexivity within pedagogy in higher education. I have membership with the National Association for Language Development in the Curriculum (NALDIC) and Northern Association for Support Services in Education (NASSEA)

4. ERL DEVELOPMENTS/ERL THOUGHTS

This is my first ERL conference and I am very pleased to attend in Lithuania. I am open to any venue and this time of the year or later is suitable.

CONTACT (tel. +44 0161 445 0703, judithdidsbury@gmail.com)



ELENI GRIVA

Greece / University of Western Macedonia-Greece / Associate Professor of Applied Linguistics and Multilingualism

ERLIII title: **Students' attitudes towards foreign languages and multilingual learning in the Greek and Cypriot educational context** (FRI-PLENARY-10.20)

ERLIII abstract:

The present study was conducted with the aim to provide an account of primary school students' attitudes to foreign languages and multilingual learning in Greece and Cyprus, two countries speaking Greek as a national language and being members of the European Union. The education systems of all EU Member States aim to provide opportunities for citizens to develop multilingual skills, even from a very young age (European Council, 2002). To this end, in the last decade, multilingual policies have been drawn up in Member States' education systems. In this context, the views and attitudes of teachers and students on multilingualism and foreign language learning issues play a central role in the successful implementation of such educational policies. Research has also shown a positive correlation between student attitudes and their performance in the second language (Kuhlemeir, Bergh & Melse, 1996). This study aimed at: a. identifying primary school students' attitudes towards English and other European Languages; b. identifying their perceptions of early foreign language learning; c. identifying their attitudes towards languages other than those of the European Union; d. specifying their perceptions of issues on multilingual education. In total 1263 Greek students and 1265 Greek-Cypriot students of 5th and 6th primary school grades participated in the study, which was conducted in the academic year 2014–2015. The research project utilised two versions of questionnaires as a basic instrument to collect information. The findings indicated that the majority of the students acknowledged the dominant role of English language and showed a positive attitude towards early language learning. They expressed their willingness to acquire basic skills in other European languages either for personal reasons and internal motives or for communicative purposes. Key words: multilingualism, foreign language learning, attitudes, students.



JENS HAUGAN

Norway / Inland Norway University of Applied Sciences / Docent / Doctor artium

1. PARTICIPATION

I have been in the ERL network since ERL I (2016), and my motivation for participating in ERL was/is the main topic “educational role of language” which lets me reflect on different parts of language and language use in education. I work mainly as a teacher of Norwegian grammar, language history and language didactics. All four areas of ERL are of interest to me. My greatest expectation is to meet new people with similar interests and hopefully to find someone to collaborate with on smaller or bigger writing projects in the future.

2. ISSUES

At ERL I, I presented a paper on the language situation in Norway where there are two official written languages (two varieties of Norwegian) that have to be learned at school (presentation title: “L1, L2 and the case of Norway’s written language diversity - How do Norwegian schoolchildren reflect on the social and cultural linguistic world around them?”. I looked at the structure of the educational system and concluded that learning the second variety of Norwegian for most students has more in common with learning a second language than learning the main language (“mother tongue”). The paper is published in Beyond Philology 2017:24/1. I would like to get in touch with other researchers that are interested in learning competing varieties of the same or similar languages.

At ERL II, I presented a paper on competences in relation to grammar knowledge and second language teaching based on a case with Polish students studying Norwegian (presentation title: “Reflections on Polish students learning Norwegian”). In that paper, I looked at challenges that may arise when the teacher does not have good enough knowledge of grammar/linguistics in general and the positive sides of knowing a little bit about the grammar of the students’ mother tongue. The paper is currently reviewed by Beyond Philology. I would like to get in touch with other researchers that are interested in general and specific grammar and teaching skills relevant to second language teaching and learning.

At ERL III, I will return to the twin-language situation in Norway with focus on the lesser widely used variety of Norwegian (Nynorsk). In my presentation “Norwegian Nynorsk – student papers in a variety of your mother tongue that you actually dislike”, I would like to discuss the difficult teaching and learning situation that may occur when the learners (and possibly the teachers) have a negative attitude toward the language they are supposed to learn and master. I will have a look at student papers and discuss the social, cultural and personal component of the affective side of language used in texts written in the variety that most students dislike to a greater or lesser degree. I would like to get in touch with other researchers that are interested in learning competing varieties of the same or similar languages and in language attitudes, beliefs, stereotypes etc.

(THU-S3-16.20)



3. ERL NETWORK/ERL ASSOCIATION

For my part, I am hoping that I will be able to participate in ERL for many years to come. I am still trying to recruit some of my colleagues to the network and I am still trying to figure out whether it will be possible to collaborate with researchers from other institutions in other countries since not all participants from one ERL conference come back for the next conference, and it hasn't been easy to maintain contact and possibly friendships in between conferences.

4. ERL DEVELOPMENTS/ERL THOUGHTS

So far, I have been lucky regarding the dates for the conferences in June. For some reason, I have been able to attend the conferences despite the fact that May/June is exam season in Norway. So it seems that the conference dates are good for me. I am thinking about offering to host the next ERL conference in Hamar/Norway, but I am not sure whether this would be wise; for my own part getting all the work and missing the opportunity to go somewhere else, and because of the high costs to come to Norway for low-income countries. Anyway, I would have to check this with my university, of course. Apart from that, I think it does not matter much where the conference is held. I was very happy with Gdansk and I am sure Vilnius will be great, too.

CONTACT(s)

Jens Haugan, jens.haugan@inn.no, www.inn.no, www.jenshaugan.com



DOBROCHNA HILDEBRANDT-WYPYCH

Poland / Adam Mickiewicz University in Poznan, Faculty of Comparative Education / PhD, adjunct

1. PARTICIPATION

At the level of educational practice the aim is to exchange ideas concerning:

- the development of a critical perspective towards power relations affiliated with a particular national discourse,
- the development of critical approach (of teachers and students) to cultural knowledge transmitted in textbooks,
- promotion of intercultural understanding in language learning/teaching.

2. ISSUES

ideological dimension of language, school textbooks as sociocultural materials, textbooks and politics of identity, national identity representations in textbooks, identity-shaping discourses in textbooks, moral education, civic education

ERLIII title: **Learning to Become Polish: National Citizenship in Polish History Textbooks. The example of St. Hedwig and St. Paul 2 (FRI-S7-12.50)**

ERLIII abstract:

3. ERL NETWORK/ERL ASSOCIATION

exchange of research methods and perspectives regarding national identity representations in textbooks, in particular:

- the processes of discursive knowledge construction and power distribution thought/in the language used in textbooks,
- the analysis of ideological tensions between competing national/ethnic/minority identity discourses.

4. ERL DEVELOPMENTS/ERL THOUGHTS

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SUZANNE HORTON

England / University of Worcester, Institute of Education / Senior Lecturer

1. PARTICIPATION

The opportunity to share research and experiences of curriculum and language

2. ISSUES

ERLIII title: **Reading within a language-rich curriculum: how policy dictates practice** (THU-S1-16.20)

ERLIII abstract:

The English curriculum within England promotes the teaching of language through a skills based approach which sits within a contextual framework rooted in preparing children for the wider world. This presentation explores pedagogical practices associated with language teaching and questions the efficacy of each component when developing lifelong readers whilst preparing pupils for 'high stakes' tests. Underpinned by statutory obligations, the curriculum around reading will be examined in light of current literature around best practice.

3. ERL NETWORK/ERL ASSOCIATION

work with UKLA, NAAE, NATE

4. ERL DEVELOPMENTS/ERL THOUGHTS

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PARWIZ HUSSAIN

Afghanistan, British Council, Senior Teacher & Teacher Trainer

1. PARTICIPATION

Conferences are great opportunity of sharing experience and learning. I am an English language teacher and teacher trainer. Attending the ERLIII will give me more ideas regarding the role of language in teaching and learning.

2. IDEAS

I am attending the conference as a delegate.

3. ERL NETWORK/ERL ASSOCIATION

This is my first time attending the ELR conference. I would be able to become an ERL representative in Kabul, Afghanistan.

4. ERL DEVELOPMENTS/ERL THOUGHTS

I think for the next meeting/ conference Italy would be a good option (same time of the year).

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VALÉRIA JUHÁSZ

Hungary / University of Szeged, Juhász Gyula Teacher Training Faculty / PhD

ERLIII title: **How can vocabulary of school books decrease inequality in school achievement** (THU-S2-15.20)

ERLIII abstract:

The aim of my study is to show strategies which decrease inequalities in school achievement through rethinking the vocabulary of school books. Nagy (2004) measured the vocabulary in common texts and found 95% of them consist of 5000 basic words. Nagy tested the average vocabulary of children at the age of 10, and found they can recognize 4000 words. Varga (2008) examined school books and counted 40 000 words.



MAŁGORZATA KARCZEWSKA

Poland, University of Zielona Góra, Assistant Professor, PhD

1. PARTICIPATION

I would like to discuss the role of English in today's world, its impact on other languages and how this fact is reflected in everyday reality, the education system included.

2. ISSUES

I am working on contacts between languages and the impact of English on other languages (Polish, Italian and French). I am also interested in innovative methods of English teaching and learning.

ERLIII title: **The Perception of English by Polish and Lithuanian university students: implications for higher education** (THU-S3-15.40)

ERLIII abstract:

It cannot be denied that English has a special status in today's world, being used in international communication in both professional and private life. In order to have an insight into how the influence of English on other languages and its role in creating global attitudes are indeed perceived, a study among Polish and Lithuanian university students was conducted. In the presentation, practical implications for higher education stemming from the results of the research will be discussed.

3. ERL NETWORK/ERL ASSOCIATION

I would like to participate in next editions of the conference, I am also willing to work within an international network. So far I have collaborated with my Lithuanian colleague, Vaida Žegunienė.

4. ERL DEVELOPMENTS/ERL THOUGHTS

I think it is a great initiative and I am happy to be a part of it.

CONTACT M.Karczewska@in.uz.zgora.pl



EIVIND HENRIK KARLSSON

Norway / Oslo Metropolitan University / Assistant Professor

ERLIII title: **Riddles between Linguistics and Literature** (THU-S4-15.40)

ERLIII abstract:

The paper aims to show how riddles are instances of regular dialogue, bearing a fundamental resemblance to everyday oral language. Riddles are nevertheless a literary genre, with elements common to all literature. The intermediate position of riddles make them an interesting item in language philosophy pertaining the meaning and function of language. The dynamics of riddles create a spotlight on the different elements of language, and there is hardly any field in linguistics or pragmatics that are not treated in a riddle. This makes riddle games a comprehensive language laboratory for all. While independent of formal educational systems, riddles still represent a potential pedagogical tool. The paper uses text analysis as a method to demonstrate these views, relating the topic to literature, literature theory, language, language theory and a sociocultural view on learning.



MARGIT KIRSS

Estonia / Suure-Jaani Gümnaasium / MA

ERLIII title: **Language users instead of language learners** (THU-S3-15.20)

ERLIII abstract:

How to change grades into assessment process so that we say that in foreign language learning summative and formative assessment exist together in a total harmony? How can our learners can truly be language users rather than learners for their own benefit in each communication situation regardless the topic or subject, and a foreign language be taken as a means of reaching various learning goals? These are the questions to be hopefully answered in my presentation.



ANNA KISZCZAK

Poland / Maria Curie-Skłodowska University / MA

1. PARTICIPATION

The fact that all of the four areas of ERL research are connected with my research interests encouraged me to participate in ERL III. I believe that the conference will be an excellent opportunity for me to listen to inspiring presentations and take part in thought-provoking discussions, and as a result, to expand my knowledge in the field and draw some conclusions beneficial for my work both as a researcher and as a practitioner.

2. ISSUES

I am currently working on my doctoral dissertation that investigates the process of increasing the learning potential of subject-specific expository texts in EFL settings by means of readers' self-generated questions. My research interest concern different issues in English language instruction, in particular content area reading, English for Academic Purposes, Content and Language Integrated Learning, collaborative learning, and text-based questioning.

ERLIII title: Exploring the advanced EFL students' language performance in reciprocal reading tasks (THU-S4-16.00)

ERLIII abstract:

The paper presents the theoretical underpinnings and the findings of a multiple case study which aimed to investigate language-based practices adopted by advanced EFL students involved in reciprocal reading tasks. Engaged in reading content-area texts in pairs, the students were expected to generate their own questions and respond to them. Both quantitative and qualitative data were collected in order to analyse the students' language performance while working with the target texts.

3. ERL NETWORK/ERL ASSOCIATION

During the conference I hope to get to know more information about the activities performed by the ERL Network and then, if possible, join the team.

4. ERL DEVELOPMENTS/ERL THOUGHTS

I would like to kindly invite you to participate in the 1st International Conference entitled „Literacy skills in educational environments: changing theories and practices” which is going to take place from 22th to 23th October 2018 in Biala Podlaska, Poland. For further details visit the webpage of the conference: <http://www.literacyconference.pswbp.pl/>.

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3rd ERL CONFERENCE – Lithuania, Vilnius 14-15 June 2018

LANGUAGE BELIEFS	LANGUAGE ACTIVITY
LANGUAGE EXPERIENCE	LANGUAGE MATRICES

BEATA KOŁODZIEJCZYK-MRÓZ

Poland / Pedagogical University in Cracow / PhD

ERLIII title: **Specialized and literary language as knowledge transfer base** (FRI-S8-11.30)

ERLIII abstract:



POLYMNIA KOPATZIDOU

Greece / University of Western Macedonia-Greece / Researcher

ERLIII title: **How does motor development influences language development: A proposal for a case study** (THU-S2-16.20)

ERLIII abstract:

During the first eighteen months of life, infants acquire and refine a whole set of new motor skills that significantly change the ways in which the body moves in and interacts with the environment. Motor development allows infants to gain knowledge of the world but its vital role in social development is often ignored. Many studies (Needham, Barrett & Peterman, 2002, Alcock, 2006, Iverson & Fagan , 2004, Rosenbaum, 2005, Green & Wilson, 2006) highlighted a significant relationship between motor skills and the development of social cognition. Cognition includes a wide range of mental processes, such as those involved with perception, action, memory, language, problem solving, reasoning, decision making, and social interaction. The central claim that links motor development to language development is the idea that advanced motor skills provide infants with more opportunities for experiencing their world (Iverson, 2010). Changes in posture, locomotion, and object-manipulation allow the child to sit up, move about their surroundings, and experience items previously seen in their environment in a new manner. With these new advances, children begin to develop and refine basic skills that are related (both directly and indirectly) to the development of communication and language. Disability due to neuromuscular disorders or motor delay prevents exploration of the environment and in turn, impedes cognitive development arising through manipulation of objects. Delays in one developmental domain may impair development in another domain. The present study aimed at presenting a proposal of assessing the effectiveness of the NDT (Neurodevelopmental treatment or Bobath method) early therapeutic program in the motor development of Infants who are at increased risk of developmental delays due to prematurity or other causes. Most of these motor impairments probably are still obvious at school age. Early intervention has proved to contribute to improve functional outcomes, but it may also contribute to the improvement of the social cognition, the psychological and emotional well-being of both child and family. This complex relationship requires more attention from researchers and practitioners, allowing the development of more tailored intervention techniques for those at risk of motor, social and language difficulties.



JOANNA KOTOWSKA

Poland / Adam Mickiewicz University Poznań/Teacher Trainer, Senior lecturer at Department of Pedautology /M.A.

1. PARTICIPATION
meeting people interested in effective teaching, using language as a tool of teaching other subjects and culture
2. ISSUES
CLIL – teaching other subjects through the medium of a foreign language

ERLIII title: **CLIL as a way of developing learners' intercultural and content knowledge** (FRI-S5-11.50)

ERLIII abstract:

Content and Language Integrated Learning has been gaining in popularity in recent years. Students of educational studies (the future teachers) need to be able to teach a foreign language integrated with content subjects. I would like to show the benefits and some techniques of teaching the content subjects simultaneously with developing students' language competence. Their future learners will benefit from it as well.

3. ERL NETWORK/ERL ASSOCIATION
4. ERL DEVELOPMENTS/ERL THOUGHTS

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ELENA KOVACIKOVA

Slovakia /Constantine the Philosopher University in Nitra/university teacher/PhD

1. PARTICIPATION

Having participated in ERL II and I, I realized that this event provided me with great opportunities to meet language field experts from either teaching or non-teaching environments. It enabled me to discuss various views on a language, getting chances for further cooperation in projects or publications. To be honest, I expect the same amount of quality people, ideas and outcomes

2. ISSUES

Currently, I have been involved in CLIL methodology, its positives and drawbacks, implementation in all the levels of schooling. My paper for ERL III talks about development of communication skills through CLIL lessons in Italy, Latvia, Lithuania, Sweden and Slovakia. Recent publications:

- TEACHING STRATEGIES IN THE CONTEXT OF FOREIGN LANGUAGE LESSONS, UKF ISBN: 978-80-558-1225-0
- LEARNING LANGUAGES THROUGH MUSIC, TEACHING MUSIC THROUGH LANGUAGES https://www.researchgate.net/publication/324218243_Learning_Languages_through_Music_Teaching_Music_through_Languages
- A GOOD CLIL PRACTICE AMONG EUROPEAN EDUCATIONAL INSTITUTIONS, 2018, DOI: 10.18844/ijlt.v10i1.3145

ERLIII title: **Development of Speaking at Primary Schools through CLIL (FRI-S5-11.30)**

ERLIII abstract:

The paper deals with the popular methodology of content and language integrated learning (CLIL). The engaging techniques used in CLIL lessons contribute towards development of speaking skill in English. The examples pictured in the paper are outcomes from the international project carried out in primary level of education.

3. ERL NETWORK/ERL ASSOCIATION

further cooperation is open in project work, publishing definitely in the fields of teaching or learning a foreign language

4. ERL DEVELOPMENTS/ERL THOUGHTS

the biggest challenge is to find the funding for further meetings and publishing

CONTACT: ekovacikova@ukf.sk



ZDENA KRALOVA

Slovakia /Constantine the Philosopher University in Nitra/ university teacher / Professor

1. PARTICIPATION

I consider the ERL conference a great opportunity to discuss the educational potential of language with experts from all over the world and to create chances for further cooperation.

2. ISSUES

Currently, I focus on psycho-lingual factors of foreign language competence, specifically of learning foreign language pronunciation. My paper for ERL III is about the classification of these factors and presents some relevant research findings in this field. Recent publications:

- Reducing student teachers' foreign language pronunciation anxiety through psycho-social training In: SYSTEM, 65 (4), 2017, p. 49-60.
DOI 10.1016/j.system.2017.01.001.
- Causes and consequences of foreign language anxiety. In: XLinguae, vol. 10 (3), 2017, p. 110-122. DOI 10.18355/XL.2017.10.03.09.
- Correlation of motivation and achievement in learning a foreign language pronunciation. In: CIEAE 2016: The 2. International Congress – Students Engagement in School: Perspectives of Psychology and Education – Motivation for Academic Performance. Lisboa: Universidade de Lisboa, 2017.

ERLIII title: **Factors of learning EFL pronunciation (FRI-S6-12.10)**

ERLIII abstract:

The paper presents the structure of intra- and extra-lingual factors affecting learning English pronunciation by non-native learners with the focus on psycho-lingual variables.

3. ERL NETWORK/ERL ASSOCIATION

My further involvement within ERL network could be in project and publishing work (journals).

4. ERL DEVELOPMENTS/ERL THOUGHTS

Next ERL conference could be held in Nitra, Slovakia and late June would be the best time for it. Common ERL publications could be discussed in Vilnius.

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ANDRE KUROWSKI

England / University of Chichester / Senior Lecturer

Qualifications: MA Leadership and Management, BSc (Hons) Sociology, Ba (Hons) Post Compulsory Education;

Current: PhD- Leadership in schools in a changing policy environment

1. PARTICIPATION

I participate in ERL because of the global reach it has. I am interested in the social and cultural role of language and how it is acquired and used, and influences children and adults. I expect to get a multi- national perspective on various aspects of language and that will give me insights for my teaching.

2. ISSUES

I teach on childhood studies programmes with a focus on social issues, social policy, childhood and criminology, leadership and management and concepts of childhood. My presentation is a response to how students from diverse backgrounds understand the language and feedback and feed forward.

ERLIII title: **De- mystifying the language of assessment in higher education (THU-S1-15.00)**

ERLIII abstract:

All higher education programmes have assessment criteria with which to make judgements about student work; but what does the wording in the assessment criteria actually mean? How can it be used to arrive at a decision on students' work? How can the wording of the assessment criteria be used to help students improve their work in the future? As an experienced 'external examiner' and 'standards verifier', I have given advice to many institutions about what is expected from assessment criteria and have often found that academic staff do not understand the language themselves giving little hope for students understanding it. This session will be a 'jargon- buster' to uncover the mysteries of the language of assessment, and in simple terms explain what the wording means. It will illustrate the purpose of the language of assessment and show how it can be de- coded for students to understand what is being said about their work. It will also examine the concepts of 'feed- back' and 'feed- forward' to show how the language can be used to advise and empower students to achieve higher grades. This session will be based on the University of Chichester's assessment criteria to show how the language can be understood and used effectively to support students. If you would like an uncomplicated interpretation of the language of assessment, come along to this session.

3. ERL NETWORK/ERL ASSOCIATION

I am pleased to talk at ERL conferences and would be willing to collaborate with any research undertaken by ERL that I could contribute to. I am also willing to take an official role with ERL. As well as ERL, I am involved with Artevelde University College in Belgium and teach during their International Week.

4. ERL DEVELOPMENTS/ERL THOUGHTS

I think central Europe is a good region for ERL conferences because it is good to understand higher education in such countries. I feel it would also be useful to involve students in ERL.

CONTACT: A.Kurowski@chi.ac.uk



LINDA LIN

Hong Kong / The Hong Kong Polytechnic University / PhD in Applied Linguistics, lecturer

1. PARTICIPATION

She saw your conference website and was impressed with the way your conference was operated in the last couple of years. She is also interested in the conference theme because of her over 25 years' language education background.

2. ISSUES

Her conference presentation will focus on the overuse and misuse of sentence connectors in the writing of Chinese learners of English. A corpus analysis approach will be used in discussing why and how these learners misuse and overuse conjunctions.

ERLIII title: **Overuse and misuse of connectors in Chinese learners of English – a corpus-based analysis** (FRI-S6-11.30)

ERLIII abstract:

It has been well-documented that ESL (English as second language) learners overuse and misuse sentence connectors. This problem appears particularly evident in the writing by Chinese learners of English. The current study continues the robust research in this area by determining the causes of the overuse and misuse. To achieve this purpose, data in three learner corpora and a corpus comprised of published academic papers (The International Corpus of English), were compared. The three learner corpora were developed from the writing by university students from mainland China (MC), Hong Kong (HK) and the United Kingdom (UK). The analysis revealed a clear decrease in the frequency of the recurrently-used connectors used by these four groups of writers, from the students of MC, HK and UK, to experienced academic writers. This empirical evidence, together with data from a survey and a focus-group interview with the MC and HK students suggest that overuse and misuse of sentence connectors is related to the learners' writing experience and the pedagogic practices they have undergone. The study points to the importance of productive language use in ESL learning and the essential role of language teachers in providing opportunities for students to use the target language.

3. ERL NETWORK/ERL ASSOCIATION

She is new to the ERL Association but is looking forward to opportunities to conduct collaborative projects with ERL members.

4. ERL DEVELOPMENTS/ERL THOUGHTS

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LANGUAGE BELIEFS	LANGUAGE ACTIVITY
LANGUAGE EXPERIENCE	LANGUAGE MATRICES

PIOTR MAJCHER

Poland / Pedagogical University in Cracow / PhD

ERLIII title: **Specialized and literary language as knowledge transfer base (FRI-S8-11.30)**

ERLIII abstract:



GERDA MAZLAVECKIENĖ

Lithuania / Lithuanian University of Educational Sciences / PhD

ERLIII title: How is/should writing in a foreign language be developed at the level of early school education? A case study in Poland and Lithuania (THU-S2-16.00)

ERLIII abstract:

The paper aims at providing a potential answer to the question about the extent to which selected currently available English language textbooks (hereafter 'ELTs') for early school education in Poland and Lithuania allow developing pupils' writing skills in English described in the most recent (2017) official regulations at both the European (e.g. the CEFR Volume Companion) and the national level (e.g. the Core Curricula in the countries in question). The analysis is performed with the use of the model created by the authors and based on the afore-mentioned documents. The study enables indicating changes that should be introduced to the content of the examined ELTs in order to make them possibly the most compliant with the valid recommendations.



HEIKE NIESEN

Germany / Goethe University Frankfurt/Main / Department of English and American Studies

1. PARTICIPATION

I participate because I would like to learn more about how language teachers' and learner' beliefs interact with multilingual-sensitive approaches to language teaching and learning.

2. ISSUES

My research primarily focuses on fostering pre-service EFL teachers' Professional Vision (Goodwin, 1994) in multilingual, video-based surroundings. Further, I investigate the role these teachers' individual Language Learning Biographies (LLBs) have on the development of their ability to design multilingual-sensitive EFL lessons.

ERLIII title: **Teachers' beliefs about plurilingual-sensitive foreign language teaching and their personal language biographies – a relationship worth considering (FRI-S5-12.50)**

ERLIII abstract:

The paper portrays a study conducted in German EFL teacher training, the aim of which was to uncover the impact participants' language learning biographies (LLBs) have on their beliefs about plurilingual teaching. It was examined whether these beliefs lend themselves to change striven for by interventions in the training. Findings show that LLBs influence teachers' beliefs, that beliefs are subject to change, and that teachers' awareness of their beliefs helps them create plurilingual lessons.

3. ERL NETWORK/ERL ASSOCIATION

I am thinking of building a network of researchers whose research interests overlap. In the long run, it would be fantastic to apply for a cooperative Erasmus+ project!

4. ERL DEVELOPMENTS/ERL THOUGHTS

Goethe University Frankfurt ☺

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NADINE PARIS

France / Geneva University / Searcher in Educational Sciences

1. PARTICIPATION

I have been conducting real-world researches in French classrooms since 2012, with a focus on specific learning needs of dropped out pupils. I have led a number of projects working in partnership with schools, artists and parents through artistic and language use. My work has included the France Foundation's project (2017-2018). I then analysed dropped out pupils activities thanks to cultural mediations through language : reading, writing, speaking and listening for supporting school engagement. As far as my last project is concerned, we created a new album and a fairy tale that will be played on a theater stage in order to improve pupil's language. Thanks to my methodology and interviews I can detect the objective set by dropped out pupils to reach it in order to influence their performance (Ford, 1984).

I take part because the area of language in learnings motivated me. I focus on the role of perseverance and determination in language learning.

I expect to exchange knowledge, with an international network, about Linguistic matrices of reality interpretation in a cognitive domain, e.g. what language images and representations are recommendable for educational purposes ? What categories do we apply to describe students' image of the world? And also to know more about the application of Personal Construct Theory to critical literacy and language analysis.

2. ISSUES

I'm passionate about ensuring there is synergy between artistic mediations and learning by doing. My research interests are in the areas of Learning for dropped out pupils. I'm also inspired and guided by theories led by Vygotsky and Dewey. I'm a Cultural Project Manager for artistic mediations and was also a doctoral researcher in Educational Sciences.

ERLIII title: **OBSERVING AND SUPPORTING PUPILS THROUGH A CHILDREN'S LITERATURE MEDIATION**
(THU-S4-15.20)

ERLIII abstract:

This communication focuses on mediations in an experimental class of arts (within writing and reading text-mediation, children's literature with visual arts) and cultural education developed as a strategy allowing «early school leaving» pupils to re-engage. We studied pupils aged 7 to 11 years old, in a school of a difficult district. This study concerns pupils' activity operated from the theoretical and methodological framework of data analysis of the "process of experience" (Theureau, 2004) supporting on activity tracks and video recordings proceeded with individual interviews questioning the actors about their work : creation of albums. Specifically, our study sets out to observe and support underachieving pupils in a school within a socio-economically disadvantaged area. We were able to identify, as far as the role of language and imaginative pedagogy are concerned, how pupils became engaged in activities, in order to learn by doing and creating (Dewey, 1934). The understanding of



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pupil's activity answers the hypothesis of getting to work and overcoming challenges through creativity (Vygotsky, 1997 [1934]).

3. ERL NETWORK/ERL ASSOCIATION

I would be ready to cooperate with your unofficial or official circle and give lectures as a visiting lecturer and in providing supervision. I could also teach during seminars.

4. ERL DEVELOPMENTS/ERL THOUGHTS

WHERE in the world you think we should go next ? : France

WHEN is the best time for you to meet next ? : June

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EGLE PETRONIENE

PhD in Humanities, Assoc. Prof. of the Department of English Philology and Didactic, Lithuanian University of Educational Sciences

President of the Lithuanian Association of English Language Teachers LAKMA

1. PARTICIPATION

I cannot imagine quality inclusive education without language education, and the educational role of language is leading in my professional work. I look forward to meeting like-minded colleagues with different experience and expertise to share and learn together.

2. ISSUES

Being a qualified English philologist, I have a 25-year experience of teacher education and have been involved in a number of projects on linking foreign language curricula and examination programmes as developed in Lithuania to CEFR. I welcome the extended version of the document and would like to share my thoughts on its explanatory and inspirational power in providing education.

ERLIII title: **The amplitude of language education as underlined by DERF companion value** (FRI-PLenary-09.00)

ERLIII abstract:

The *Common European Framework of Reference for Languages: Learning, teaching, assessment* (CEFR) published in 2001 is one of the best known language policy instruments in EU and beyond. Although much used as a guideline to describe achievements of learners of foreign languages, this document sets educational principles and values, proposes a model of language related competences and provides practical tools to facilitate curriculum development as well as orientation of teaching and learning. The CEFR has inspired a number of initiatives in the language field and as a result, has itself been developed to encompass aspects relevant to language education in a broader social scope: plurilingualism/pluriculturalism, mediation, online interaction, collaborative learning and more. In this talk, I will take an attempt to evaluate the educational role of language from the perspective of the updated CEFR in its recently produced Companion Volume.

3. ERL NETWORK/ERL ASSOCIATION

4. ERL DEVELOPMENTS/ERL THOUGHTS

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MAŁGORZATA PILECKA

Poland / University of Gdańsk / PhD student

1. PARTICIPATION

For me, participating in ERL III means an opportunity to deepen my knowledge of the language as a tool of communication, as well as an educational influence. My doctoral dissertation, which I am still working on, is devoted to reveal the hidden messages in children's songs. I expect that the Conference might broaden the theoretical background of my research project and, at the same time, give me a chance to present my own conclusions.

2. ISSUES

The aim of my speech is to present results of a critical analysis of Polish children's songs. The qualitative research revealed a propaganda role of the language used in children's songs: the features of social world (i.e. people, relationships, behaviours and values) that are presented in these songs often transmit strongly stereotypical vision of the social reality. In this sense, education is based on manipulation in which lyrics are the main tool of symbolic power.

ERLIII title: **Propaganda image of social world in the children's songs (THU-S4-16.40)**

ERLIII abstract:

The aim of this speech is to present results of a critical analysis of Polish children's songs. The qualitative research revealed a propaganda role of the language used in children's songs: the features of social world (i.e. people, relationships, behaviours and values) that are presented in these songs often transmit strongly stereotypical vision of the social reality. In this sense, education is based on manipulation in which lyrics are the main tool of symbolic power.

3. ERL NETWORK/ERL ASSOCIATION

As a starting researcher, I hope to participate in any further ERL events (e.g. conferences, meetings) in order to share thoughts about the role of language in the process of education. Additionally, I am ready to become a member of a bigger research projects, especially on international level. I would be also grateful for an opportunity to publish my articles, as well.

4. ERL DEVELOPMENTS/ERL THOUGHTS

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AGATA RATASZEWSKA

Poland /Adam Mickiewicz University Poznań/ Teacher Trainer, Senior lecturer at Department of Technology of Education /M.A.

1. PARTICIPATION
meeting people interested in effective teaching, using language as a tool of education
2. ISSUES
English/Polish/native Pronunciation teaching, voice care in case of future teachers of pre-school and primary education

ERLIII title: **Educational role of pronunciation teaching and learning (FRI-S6-11.50)**

ERLIII abstract:

What should/could/may your students get from pronunciation classes? Is it only correct English pronunciation or perhaps there is a chance to discover their own native language. English pronunciation course for pre-school and elementary school teachers has been designed to practice correct articulation of sounds, establish proper word stress and introduce basic patterns of intonation. What it frequently reveals however is mispronunciation of Polish sounds, lisping, constant use of up-talk and very often voice problems in young adults' spoken performance. The issue seems extremely important in case of early education teachers since they model children's articulation both in Polish and English. During the presentation, some most frequent pronunciation problems of Polish students with Polish articulation will be presented along with some tips for voice care for future teachers.

3. ERL NETWORK/ERL ASSOCIATION
4. ERL DEVELOPMENTS/ERL THOUGHTS

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ALINA REȘCEANU

Romania / University of Craiova / Senior Lecturer

ERLIII title: **Teaching FL Writing in Primary Education: A Cross-Country Analysis** (THU-PLEN-10.20)

ERLIII abstract:

This research study was carried out within the ERL project “Opportunities for developing NL and FL productive skills among 9-year-old children in European countries”. The overall aim is to find out the actual situation of developing writing skills in national curricula and in classroom practice. To that end, a questionnaire consisting of 55 questions and addressing issues ranging from the status of FL in primary education to FL writing activities was distributed to teachers from Greece, Lithuania, Iceland, Poland, Romania, Serbia and Slovakia. The results obtained from this comparative approach helped us to accurately assess the situation and to identify both specific and general problems.



KATARZYNA ROKOSZEWSKA

Poland / Jan Dlugosz University in Czestochowa / PhD

ERLIII title: **Intra-individual variability in the emergence of lexical complexity in speaking English at secondary school - a case study of a good, average and poor language learner (FRI-S6-12.30)**

ERLIII abstract:

According to Complex Dynamic Systems Theory (CDST), language is a complex dynamic system consisting of subsystems which are never fully stable and which show a lot of variability, especially when the system undergoes intensive development. Second language development is generally connected with an increase in complexity, accuracy and fluency but there are trade-offs within and between these language subsystems, which is more visible in spoken than written longitudinal data. What is more, intra-individual variability, which is defined as differences in the level of a developmental variable within individuals and between repeated measurements and which may be called developmental variability if it spans over a year or more, is said to be an important developmental phenomenon which does not only indicate the ongoing learning process but promotes language development. The aim of the presentation is to analyse the patterns and levels of intra-individual variability in different measures of lexical complexity with respect to their rate of development in longitudinal spoken data provided by a good, average and poor language learner at the level of secondary-school.



VAIVA SCHOROŠKIENĖ

Lithuania, Lithuanian University of Educational Sciences, Faculty of Education, Department of Fundamentals of Education, Associate Professor of Social Sciences.

I take interest in language development in primary school, as well as in integration of language and other school subjects. I deliver lectures to future primary school teachers about methods of language development. I am also an author of integrated coursebooks for primary school students. During this conference I hope to get acquainted with people working in the same field, to expand the circle of like-minded people and to find new opportunities for cooperation.

At this conference, I present a research on argumentation skills of primary school students. I am interested in how they can express their thoughts in spoken and written text, and how we can develop students' skills. Currently I am also taking part in another study on primary school students' development of argumentation skills. We have teamed up with specialists from different fields to analyze how different school subjects, such as native language, math, history, science, can be combined to develop argumentation skills.

ERLIII title: Primary school students' argumentation skills (FRI-S7-12.10)

ERLIII abstract:

The paper analyzes the problem of primary school students' argumentation skills, and results of a research that focused on fourth grade are presented. The recorded number of research participants is 117 students from 15 Lithuanian schools. Written and oral texts created by students with different academic skills were used in the research. The results revealed that argumentative texts created by fourth grade students are contrastingly different in volume, as well as in their quality. The paper analyzes characteristics of argumentative texts, presents their categorization into levels, and describes difficulties faced by students.

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KLIO SEMOGLOU

Greece / University of Western Macedonia-Greece / Lecturer

Klio Semoglou

Instructor at University of Western Macedonia, in the School of Educational Studies

I have graduated from the School of Physical Education and Sports Sciences -Aristotle University of Thessaloniki, where I completed my doctoral studies. My main research interests are in game based learning and fine motor skills/graphomotor skills. In the past 15 years I have taught the courses of psychomotor development and learning, motor assessment, primary school physical education and preschool physical education in Department of Physical Education and Sport Sciences of the Aristotle University and in the School of Educational Studies of University of Western Macedonia. I have participated in a number of research projects related to game based learning and psychomotor development of preschoolers and primary education students.

Dr Eleni Griva told about this Association and the conference

ERLIII title: Play-Oriented Approach in a Language Classroom: Developing young children's communication skills and multicultural awareness (THU-S2-15.40)

ERLIII abstract:

This paper provides an interdisciplinary educational framework, which combines 'planguaging' and developing students' inter/multicultural awareness (see Griva & Semoglou, 2018). Games and playful activities are used as a basic tool to help students develop their communicative skills, make them conceptualize elements of their own culture, and be aware of 'other' culture/s in a playful and pleasant environment. The paper incorporates our team's five year research experience (2013-2017) in launching game-oriented projects into primary school classrooms including: table games, interactive board games, digital games, constructions, guessing games, role-play games, simulations, pantomimes, relays and creative activities. Such a context provides young students with the opportunity to participate and express themselves creatively in an environment of 'authentic' communication and interaction. In this line, a number of researchers support the view that playful activities and games tend to be attractive and stress-free tasks for children and offer them chances to acquire language skills while being engaged in an authentic/natural context (see Cook, 2000; Tomlinson & Masuhara, 2009). Our projects were implemented in an interdisciplinary context, based on a six-dimensional model: communication, interaction, problem solving, exploitation, enjoyment, (inter)cultural awareness (Griva & Semoglou, 2015). In such an 'alternative' learning environment, conditions were created for enhancing students' verbal and non-verbal communication, their linguistic and cognitive skills, and the strategies of intercultural communication. Young students were able to explore new linguistic and cultural experiences, express themselves, create and develop cultural and citizenship awareness in a multisensory and interdisciplinary context. Key words: 'planguaging', multicultural awareness, language classroom, young students

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OTILIA SOUSA

Portugal / Instituto Politécnico de Lisboa / Professor

ERLIII title: Teachers views, attitudes and beliefs on oracy: a comparison between Portugal and Poland (THU-S1-15.40)

ERLIII abstract:

Data from a questionnaire is reported seeking to obtain and analyse information about teachers' knowledge, attitudes and behaviours with regard to oracy. The questionnaire consisted of 3 sections: demographic information about the respondent and their pupils; questions examining what happens in classrooms, teachers views and attitudes. The questionnaire was responded by 254 Portuguese teachers. We present the teachers perspectives and provide insights from the comparative analysis of Portuguese and Polish teachers views. The study highlights key issues on oracy.



ALBENA STEFANOVA

Bulgaria, Sofia / University of National and World Economy / Senior Lecturer in English

1. PARTICIPATION

I decided to participate in the ERL III conference because I consider the four areas within the scope of the educational role of language meaningful and worth revisiting from a modern perspective.

2. ISSUES

Over the recent years I have been interested in encouraging greater student involvement, enhancing student motivation and taking advantage of some global issues in order to achieve the objectives of a specialized language course. Focusing on soft skills and interactive projects has been among the major problems of my research activity. Also, reflecting on the impact of modern technologies on education, I found out that educational experts should pay more attention to the negative aspects as well.

ERLIII title: **The educational role of teaching ESP in Bulgaria: global implications** (THU-S1-16.40)

ERLIII abstract:

Teaching ESP has a pivotal and multifaceted role everywhere but what aspects we focus on in different countries varies depending on social and cultural factors. Bulgaria has a long and well-established tradition in the teaching of foreign languages for specific purposes. Being part of this tradition ESP has undergone a number of changes as well. The author focuses on them considering the educational aspect in detail as well as its impact on Bulgarian society and shares some global implications.

3. ERL NETWORK/ERL ASSOCIATION

Being part of the ERL network provides a very good opportunity for professional contacts and development as well as of considering further cooperation and project involvement.

4. ERL DEVELOPMENTS/ERL THOUGHTS

In my opinion the educational role of language should not be underestimated for it presents a host of opportunities for overall and thorough improvements in education and society. It is a powerful instrument that could be used to deal with aggression, superficial knowledge, alienation, lack of critical thinking.

I would like to suggest holding the next ERL conference at UNWE in June next year. It would be a great opportunity to expand ERL network and exchange ideas and good practices with specialists from the Balkans.

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CHIZUKO SUZUKI

Japan / Nagasaki Junshin Catholic University / Visiting Professor, PhD

1. PARTICIPATION

The purpose and areas of the ERL project serve and cover all the issues I have addressed (cf. the following 2.). The presentations in ERL III may answer my questions from varied perspectives. And I look forward to exchanging ideas regarding my research interests with the other participants from various parts of the world.

2. ISSUES

I have been working on how to foster university students' global competence particularly 'critical thinking' through foreign language education, by organizing a research project titled "A Study of Fostering Critical Thinking Competence Required for Collaborative Creation in International Projects", supported with Grant-in-Aid for Scientific Research: KAKENHI by JSPS, together with colleagues: Prof. K. Ishida, Prof. J. VanderVeen, and Prof. S. Yoshihara of Nagasaki Junshin Catholic University. The international project on which this empirical research has been based is called IPC: International Project Competence, and has been conducted by Prof. Dr. Klaudia Scheltheis at the Catholic University Eichstaett-Ingolstadt (Germany). Through practicing the IPC international project the participating university researchers/teachers currently from Bulgaria, Germany, Japan, Spain, USA, Australia, and Sweden aim at developing internationalization of teacher training. I myself am further interested in fostering such global competences of students as 'creating new value', 'reconciling tensions/dilemma' and 'taking responsibility', which are part of the goals of OECD Education 2030 through foreign language education while practicing the international project. I will also inquire into the method for exploring the process of the students developing those competences through participating the project especially through group discussions, for example, observing not only their language use but also their behaviours focusing on their interaction with other participants.

ERLIII title: **Potential Impact of Foreign Language Proficiency on Fostering Cognitive Skills: Based on a comparative study of five countries students' English use in online forum discussions** (FRI-S8-12.10)

ERLIII abstract:

This paper proposes a hypothesis that foreign language learning enhances learners' logical/critical thinking abilities. The hypothesis was inferred from a fact that a close relationship was observed between the use of critical thinking indicator verbs and the language proficiency test results in three kinds of analyses of five countries university students' English language use in forum discussions of an online international project. The close relationship was again observed in the same analyses applied for another set of data taken from the following year of the project, which may indicate reproducibility or universality of the fact.

3. ERL NETWORK/ERL ASSOCIATION

What I can do is, at least, to present each step of my research results at an ERL conference or any occasion a ERL member recommends. I also would like to make reports of my study within Japan from the viewpoint of the entire ERL project and introduce the ERL itself too. I would appreciate any information exchanges among the ERL members including through online communication.

4. ERL DEVELOPMENTS/ERL THOUGHTS

Nothing in particular at present.

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KAREN SWABEY

Australia / University of Tasmania, Faculty of Education / Professor Karen Swabey, Dean and Head of School

1. PARTICIPATION

I am taking part in this conference as my colleagues & I were successful in gaining financial support to undertake a research project in second language learning in a childcare centre. I would love to extend my knowledge in the field of second language learning and how young children learn.

2. ISSUES

My research interests are in social and emotional wellbeing and student preparedness for teacher education as well as the broader field of educational psychology, particularly human development; however, through mentoring junior colleagues in my Faculty, I have had the opportunity to broaden my interests beyond this into language education.

ERLIII title: Enhancing the educational role of language: Educators' perspectives on languages education in Australian and Vietnamese early childhood contexts (THU-PLENARY-13.30)

ERLIII abstract:

Language is embedded in every aspect of human life including education, administration, health, law and politics, for example. In the field of education, Halliday (1985) proposed a functional theory of language and later (1993) proposed a threefold perspective of learning, namely learning language, learning through language and learning about language. This model was adopted in a national curriculum project in Australia in 1977 and underpins the current Australian English curriculum. It has also been widely applied in a number of areas such as critical discourse analysis, artificial intelligence, qualitative research, computation, child language development, English, literacy and languages education. This paper firstly discusses the educational role of language from a functional perspective. It then reports findings of a research project, conducted by Australian researchers, which examined perspectives of educators on languages education in Australian and Vietnamese early childhood contexts.

3. ERL NETWORK/ERL ASSOCIATION

I hope my colleagues & I will continue to present at this conference on work we undertake in other areas of second language learning. We have more projects we are currently undertaking:

4. ERL DEVELOPMENTS/ERL THOUGHTS

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MONICA TILEA

Romania / University of Craiova / Associate Professor

ERLIII title: **Using YouTube Videos to Foster Transversal Competences in Foreign Language Classes**
(THU-S2-14.20)

ERLIII abstract:

The Common European Framework of Reference for Languages (2001) clearly asserts the link between 'general competences' and 'communicative language competences'. In order to show how a YouTube video can be successfully used to foster transversal competences, a questionnaire including 10 open-ended questions on an environmental video was administered to 50 students from the University of Craiova. The answers have been processed into a text corpus and analysed with the help of the corpus-analysis tool AntConc. By means of a content analysis, this study confirmed our hypothesis that YouTube videos may be used for the simultaneous development of linguistic and general competences in foreign language classes.



YASIN TURAN

Turkey / Abdullah Gul University / Instructor

1. **PARTICIPATION:** I have a special interest in conferences held in different countries. Besides, ERL is a good opportunity for me to share my studies with different colleagues coming from different institutions. As an English instructor, the name of the conference appealed me since I also wonder the role of language in education specifically. Therefore, I am looking forward to hearing from different colleagues what their experiences are in terms of learners' or teacher's language beliefs, and experiences.
2. **ISSUES:** I mainly focus on purpose of teaching a foreign language. I have a special interest in English for Specific Purpose (ESP) and I studied on Aviation English. For ERL conference, I also wanted to find out what our students think about role of English in their world knowledge, success in education and success in their future career. This study will provide me a general picture of our students so that I can conduct new studies in micro levels such as needs of Architecture students, Engineering students etc.

ERLIII title: An analysis on university students' views about role of English as a foreign language for enhancing world knowledge and success in education and business life (THU-S3-16.00)

ERLIII abstract: People all around the world learn different foreign languages for various reasons. As a result of globalization, need for knowing a language other than one's native language became a necessity more than a need. Although there are thousands of languages used by millions of people in different geographies, some languages are more commonly used and preferred. English, which is used as a lingua franca in many fields including science, education and numerous branches of business, is one of these languages. Turkey, as a country that serves as a bridge between Asia and Europe, has passed through different periods in terms of foreign language education depending on political and social factors. Although French and German were two basic foreign languages in Turkey until 1960s, today English is the main foreign language taught in schools and other educational institutions. Turkey has gone through many reforms concerning foreign language teaching and today foreign languages are taught in every phase of education starting from early years of primary school and continues until students graduate from university. Apart from academic function of English, it is a tool to be used in order to enhance a person's World Knowledge and success in both education and business life and university students' views on these functions of English as a foreign language is very valuable for educators and policy makers. Therefore, in this study, university students' views about role of English as a foreign language for enhancing world knowledge and success in education and business life will be analysed and commented. **Key Words:** English, enhance, success, university students

3. **ERL NETWORK/ERL ASSOCIATION:** I appreciate all kind of organizations that contribute to both myself and my field. Therefore, I am enthusiastic to cooperate with ERL in the future. I have enough experience on working with international colleagues since I worked in USA, Afghanistan and England. Therefore, I am open to any suggestion depending on ERL's needs.
4. **ERL DEVELOPMENTS/ERL THOUGHTS:** Summer is the best time for me (From June to September). Just as a suggestion, we can meet in Finland next time.

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HELMUT JOHANNES VOLLMER

Germany, University of Osnabrueck and Hamburg, Emeritus/Senior Professor, Prof. Dr. habil.

France, Council of Europe, Strasbourg, Language Policy Unit, Scientific Advisor and Expert

1. PARTICIPATION

The documentation of the last two ERL conferences and the invitation to this one (ERL III) sound very stimulating and open the floor for discussion of many aspects within this broad topic in which I am highly interested.

2. ISSUES

I myself have been working on foreign/second language education life-long and more recently on the language of schooling/language across the curriculum, leading ALL learners including the disadvantaged ones to success in school - with relevant publications in English and German, e.g. *[A Handbook for Curriculum Development and Teacher Training. The Language Dimension in All Subjects](#)*. 2016. Jean-Claude Beacco, Mike Fleming, Francis Goullier, Eike Thürmann, Helmut Vollmer, with contributions by Joseph Sheils. ISBN 978-92-871-8456-6. Downloadable under: <https://rm.coe.int/a-handbook-for-curriculum-development-and-teacher-training-the-languag/16806af387>

<https://www.amazon.de/Sprache-im-Fach-Fachdidaktische-Forschungen/dp/3830926596> (2013, Deutsch)

So my academic and socio-political interests fit very well into the scope of ERL, as a matter of fact I see language and more specifically cognitive-linguistic support systems/education as central for successful learning. I could provide the ERL network with more relevant publications, online and other. My expectation is to meet similar minds and researchers.

ERLIII title: **The language of schooling: Learning to think & interact** (THU-PLN-12.50)

ERLIII abstract:

What is academic language, how can it be taught to learners who are vulnerable because they do not bring this repertoire with them to school? They have to be taught explicitly for acquiring and using it, for thinking through language, particularly within subject learning. With the increase of migration flows in Europe the number of disadvantaged learners has expanded. Accordingly, issues of participatory language learning for ALL have become most acute - they challenge school and society alike.

3. ERL NETWORK/ERL ASSOCIATION

I am not sure that I can get involved too much within ERL, since I am still actively working professionally, for example on Council of Europe projects, the most recent one being an attempt to systematize the necessary competences of language teachers for teacher training:

<https://www.ecml.at/ECML-Programme/Programme2016-2019/TowardsaCommonEuropeanFrameworkofReferenceforLanguageTeachers/tabid/1850/language/en-GB/Default.aspx>

and

<https://www.ecml.at/News/TabId/643/ArtMID/2666/ArticleID/1409/Towards-a-Common-European-Framework-of-Reference-for-language-teachers-CEFRILT-project-update-January-2018.aspx>



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LANGUAGE EXPERIENCE	LANGUAGE MATRICES

I am the co-editor of a multi-volume series on "Fachdidaktische Forschungen" (published in German, with Waxmann as publishing house):

<http://www.fachdidaktik.org/veroeffentlichungen/schriftenreihe-der-gfd/>

https://www.waxmann.com/waxmann-reihen/?tx_p2waxmann_pi2%5Bissn%5D=2191-6160&tx_p2waxmann_pi2%5Baction%5D=show

I also co-edit a newly launched international English-speaking journal (with the German Association of Fachdidaktik and the University of Vienna) entitled "Research in Subject-Matter Teaching and Learning" (RISTAL); see www.ristal.org

4. ERL DEVELOPMENTS/ERL THOUGHTS

I will first have to meet all of you and exchange with you in person, before I can make further suggestions and recommendations. I could image a network devoted to academic language learning and to developing ideas and practices in language-sensitive subject teaching to be of utmost importance because this is where the greatest obstacles lie for vulnerable learners (socio-economically disadvantages learners as well as learners with a migrant background).

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DAIVA VAIŠNIENĖ

Lithuania / Lithuanian University of Educational Sciences / Dr.

ERLIII title: **Primary school students' argumentation skills** (THU-S1-15.20)

ERLIII abstract:

The paper analyzes the problem of primary school students' argumentation skills, and results of a research that focused on fourth grade are presented. The recorded number of research participants is 117 students from 15 Lithuanian schools. Written and oral texts created by students with different academic skills were used in the research. The results revealed that argumentative texts created by fourth grade students are contrastingly different in volume, as well as in their quality. The paper analyzes characteristics of argumentative texts, presents their categorization into levels, and describes difficulties faced by students.



REBECCA WOOD

England / Honorary Research Fellow, University of Birmingham: MA (Edinburgh); Mst (Oxford);
PhD (Birmingham)

1. PARTICIPATION:

As a former languages teacher and subsequently, an autism education practitioner, I am interested in the role that language, communication and interpretation play in the classroom, and how this facilitates – or not – the wellbeing and educational inclusion of autistic children and disabled children generally. I consider that international perspectives are essential in understanding how language, communication and interpretation operate in schools. I also believe that theory has an important function in enabling improvements in pedagogy and educational inclusion. Therefore, I hope that the ERLIII will provide me with some interesting perspectives and ideas, as well as the opportunity to meet academics from different countries with similar research interests.

2. ISSUES:

I initially studied languages, literature and philosophy at university, later specialising in autism, education and inclusion, which was the focus of my recent PhD. In my doctorate, the communication of autistic children, how they are understood and how others interact with them, was a central issue. I was also Project Manager of the Transform Autism Education project, a teacher training scheme aimed at facilitating the inclusion of autistic children in schools in Greece and Italy. Therefore I have always been interested in language, communication and education. I am currently an honorary Research Fellow at the University of Birmingham. I deliver lectures and workshops on a visiting basis. I am also writing a commissioned book based on my PhD.

ERLIII title: **The Wrong Kind of Noise: Understanding the Communication of Autistic Children in Schools** (FRI-S7-11.30)

ERLIII abstract:

As a result of the association of autism with speech and language difficulties, autistic school children can be subject to interventions intended to remedy these problems. However, my study suggests that these inputs do not always provide the children with the help they require, and that the communication of the autistic children, in its various manifestations, might be ignored and their wishes denied, if deemed not to correspond with the expectations or intentions of the supporting adult. Furthermore, their communication also intersects with the issue of noise in schools – a complex phenomenon which can be highly exclusionary to autistic children – as well as its antithesis, silence. Indeed, whether speaking, not speaking or making sounds, autistic children can be considered to be making the wrong kind of noise. Elucidated via empirical examples from my study, the implications for research and practice are discussed.

PUBLICATIONS

Wood, R. and Milton, D. (2018) 'Reflections on the value of autistic participation in a tri-national teacher-training project through discourses of acceptance, othering and power', *British Journal of Special Education*, doi: 10.1111/1467-8578.12216



Wood, R. (2018) 'The Wrong Kind of Noise: Understanding and Valuing the Communication of Autistic Children in Schools', *Educational Review* (in press)
In preparation: Wood, R., *Thinking Differently, Thinking Better about the Inclusion of Autistic Children in Mainstream Schools*, (commissioned book, Jessica Kingsley Publishers)
Runswick-Cole, K. and Wood, R. (2017) 'Bag of the Devil: The Disablement of Rob Titchener', in Courage, C. and Headlam, N. (eds) *Custard, Culverts and Cakes: Academics on Life in The Archers*, Bingley: Emerald Publishing
Articles in online media: [Network Autism](#) (2016); Times Education Supplement ([2016a](#) and [2016b](#)); [Birmingham Brief](#) (2017); The Conversation ([2017](#) and [2018](#)).

3. ERL NETWORK/ERL ASSOCIATION:

This will be my first visit to an ERL conference. I would like to continue to be involved with the ERL group in terms of discussions, academic publications and collaborations, especially if I can find links with my own research interests (autism, disability issues, educational inclusion and the role of language). I would be happy to help with social media dissemination.

4. ERL DEVELOPMENTS/ERL THOUGHTS

I look forward to making contact with other members of the ERL group and exploring how I can extend my involvement in the future.

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3rd ERL CONFERENCE – Lithuania, Vilnius 14-15 June 2018

LANGUAGE BELIEFS	LANGUAGE ACTIVITY
LANGUAGE EXPERIENCE	LANGUAGE MATRICES

VAIDA ŽEGUNIENĖ

Lithuania / Klaipeda University / lecturer

ERLIII title: **The Perception of English by Polish and Lithuanian university students: implications for higher education** (THU-S3-15.40)

ERLIII abstract:

It cannot be denied that English has a special status in today's world, being used in international communication in both professional and private life. In order to have an insight into how the influence of English on other languages and its role in creating global attitudes are indeed perceived, a study among Polish and Lithuanian university students was conducted. In the presentation, practical implications for higher education stemming from the results of the research will be discussed.