CLEaR 2014

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**International Conference
on Language Education and Research 2014**
Trenčianske Teplice (Slovakia), 4 – 6 December 2014

CLEaR2014: BOOK OF ABSTRACTS

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International Conference
on Language Education and Research 2014
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INTRODUCTION

The main intention of the interational conference Language Education and Research 2014 (CLEaR2014) was to create a working platform for academics, researchers, scholars, teacher trainers and teachers to discuss, exchange and share their research results, projects, experiences, and new ideas about all aspects of studies in language, literature, cultural education and related areas in a relaxed and friendly atmosphere. The international dimension of the conference was ensured by personal or virtual engagement of participants from eight countries and three continents (Asia, Australia and Europe).

The CLEaR2014 conference was organised by **SlovakEdu**, an independent and non-profit association of academics, researchers, authors and practitioners who are interested in educational innovations and widening the international cooperation in language, literature and cultural studies. Since 2008, its members have participated in numerous educational projects and international conferences. Anouther important activity of SlovakEdu is publishing the *JoLaCE: Journal of Language and Cultural Education* (since 2013; ISSN: 1339-4045 print, ISSN: 1339-4584 online at www.jolace.com).

This CD Book of Abstract includes the abstracts of all papers presented at the CLEaR2014 conference. First, there is a conference programe, which is then followed by the list of abstracts in alphabetical order of the authors´ names (Author Index). For a better orientation, each abstract is marked by its identification number (ID).

The full papers and ppt presentations are published either in the January issue of *JoLaCE: Journal of Language and Cultural Education* or in the *CLEaR2014 Conference Proceedings* (CD: ISBN 978-80-971580-3-3, available also on-line at http://www.jolace.com/conferences/clear2014/publications/).

The conference was part of the project *KEGA 036UKF-4/2013* funded by the Ministry of Education of the Slovak Republic.

<div align="right">Editors</div>

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Michal Bodorík (Constantine the Philosopher University, Slovakia)
Content Analysis in ESL Research
(ID 145)

Content analysis as an investigative method is widely used in research connected to the learning of English as a second language. The aim of the present work is to study this method by focussing on recently published research articles. The first part of the study is devoted to the definition of content analysis and the steps important for its successful application. The second part focuses on the definition of the research aim and its questions. In the practical portion selected research papers that implemented content analysis are depicted. The investigation of the published research articles deals with the investigative areas in which content analysis is used, the process of selecting the samples for the individual survey as well as the categorising and coding of data. The study further discusses the assessment of the results and the steps taken to conduct a credible content analysis. Implications for future investigation of the content analysis implementation are found in the conclusion.

Claire Chaplier (Université Toulouse III-LAIRDIL, France) & Anne-Marie O'Connell (Université Toulouse I-LAIRDIL, France)
Prolegomena to the epistemology of Languages for non-specialists: the example of CLIL
(ID 112)

CLIL has attracted the attention of LSP teachers worldwide and generated much literature. As a teaching and learning tool, it is frequently referred to in pedagogy, but a lot less in the epistemology of didactics. The present contribution aims to show how CLIL is an interface between conceptual research and practical implementation but that it cannot serve as a conceptual tool in the shaping of didactics as a field of research. Instead, concepts should be understood as context-dependent; they also vary with the subject matter to which language is connected (English for law differs from English for science) and therefore need the contribution of human sciences to emerge in their own rights.

Ivana Cimermanová (University of Presov, Slovakia)

E-Portfolios in teacher education: developing reflective thinking

(ID 137)

The paper discusses the role of e-portfolio in development reflective thinking in a group pre-service English as a foreign language teachers. It stresses the benefits it can bring (e.g. autonomous learning, cooperative learning - the author highlights the social context of e-portfolio) as well as presents the threats and risks it might bring based on the own experience of the author. The results of this case study showed that the process of e-portfolio building can enhance professional development, self-confidence and the ability to self-reflect own work and progress. The author indicates also the possibilities of its use not only in the groups of pre-service teacher trainers but also in the groups of in-service teachers.

Danica Gondová (Žilina University, Slovakia):
Scaffolding Language in CLIL Lessons
 (ID 189)

Scaffolding learners in CLIL lessons plays an important role in achieving CLIL objectives. Academic language which learners need to cope with in CLIL is decontextualized and situation-independent, and thus very challenging for CLIL learners whose level of English is often not advanced enough to deal with the input without being scaffolded. The objective of the presentation is to present kinds of scaffolding three observed teachers provided their learners with. The aim of the research was to find out if teachers provide learners with scaffolding that emphasis the interactive social nature of learning and what kind of language scaffolding they receive from the teacher or from each other.

Světlana Hanušová[1], Klára Kostková[2] & Michaela Píšová[1]
([1] Masaryk University in Brno, the Czech Republic,
 [2] Charles University in Prague, the Czech Republic)

Determinants of the development of foreign language teacher expertise

(ID 132)

The paper presents partial results a research project dealing with the nature of expertise of foreign language teachers, The last phase of the project was diachronically oriented and was aimed at identifying both subjective and objective determinants of the development of teacher expertise. The data were collected in narrative interviews with 8 teachers of English or German at Czech lower secondary schools. The results contribute to understanding of the processes of developing and maintaining expertise of foreign language teachers.

The model of teacher expertise resulting from the same project will be presented by Píšová, Hanušová, Kostková and Janíková in a separate paper

Eva Homolová (Matej Bel University in Banská Bystrica, Slovakia)

Some remarks on teaching English to autistic children
(ID 114)

Learning English is a complex process. There exist many individual traits that contribute to progress in mastering language competences such as motivation, cognition, and attitude, learning style or previous experience with language learning.

Nowadays we witness the fact of an increasing number of learners who lack some traits that are relevant to learning in general and learning English in particular.

The aim of my article is to point at a specific group of autistic learners and their integration to normal population classes. We provide some basic guidelines for classroom work based on their disorders and clarify the reasoning behind approach, technique and tasks used in the English classes.

Gameel Hussein (Abu Dhabi University, UAE)
Towards Invest Media Materials in Arabic Teaching
(ID 101)

The provided educational material for Arabic Teaching in general education in the Arab world is far from contemporary reality in content, language and culture. Because it presents standard Arabic, particularly classical standard which people don't use in their daily-oral communication, as they use their local dialect. Hence, there is a big gap between the provided educational material and the reality of life on the language level .In fact this is a real problem in standard Arabic teaching because it doesn't represent the linguistic reality and this reality doesn't activate it or make it more lively. The gap becomes deeper and larger when the presented language in education is the classical standard Arabic, as the gap will not be on the linguistic level only, but it will exceed to be on cultural level as well. With this deep gap, the pulse of life will dim in the educational materials which make the student keeps away from it, and generates a feeling that what is learned is not useful for life. This is one of the most serious problems in Arabic teaching.

Project Idea:

Contrary to the above, media materials (everything in broadcast; in radio, TV, Journal and network) are closely linked to contemporary reality. They reflect and make life reality. At the meantime, modern standard Arabic doesn't live or exist in any area or place as much as it lives in media. What if we extend an artery from media materials to educational materials for Arabic teaching in order to infuse movement and life? This is the project that the study is calling for.

Study Axes:
The study focus on two main axes:
First axis: Media and modern standard Arabic.
Second axis: Invest media materials in modern standard Arabic teaching (mechanisms and models applied).

Věra Janíková (Masaryk University in Brno, the Czech Republic)

Multilingual writing skills and text competence in curricular requirements, language exams, language textbooks and language teaching: Partial results of empirical research

Mehrsprachige Schreib- und Textkompetenz in curricularen Vorgaben, Sprachprüfungen, Sprachlehrwerken und im Sprachunterricht: Teilergebnisse einer empirischen Studie
(ID 138)

The development of multilingualism has been considered a desirable and generally accepted goal, since it was declared by the Council of Europe and the European Union several years ago a priority of language education policy. This paper presents a qualitative empirical study which examines how the development of multilingual writing skills and the text competence manifests in strategic and curricular documents and standardized tests using the example of the text type *Invitation*; the extent to which this text type is addressed in language textbooks and in common classes of (foreign) languages. This investigation is located in the context of research on third language acquisition in the area of multilingual writing skills, and it is focused on the currently typical foreign language constellation in Czech language

education, i.e. English as L2 and German as L3. This account and the preliminary results are preceded by a brief statement on the current concept of writing skills, writing competence and text competence as well as the multiple text and text type competence.

Die Entwicklung der Mehrsprachigkeit gilt als wünschenswertes und gesellschaftlich allgemein anerkanntes Ziel, seit sie vom Europarat und von der Europäischen Union schon vor mehreren Jahren zu einer sprachen- und bildungspolitischen Priorität erhoben wurde. In diesem Beitrag wird eine qualitative empirische Untersuchung vorgestellt, die zeigen soll, wie sich die Vermittlung bzw. Entwicklung der mehrsprachigen Schreib- und Textkompetenz am Bespiel der Textsorte schriftliche Einladung in bildungsstrategischen und curricularen Dokumenten sowie standardisierten Prüfungen manifestiert, inwieweit sie in Sprachlehrwerken aufgegriffen und im Rahmen des üblichen (Fremd)-Sprachenunterrichts trainiert wird. Die Untersuchung ist im Kontext der Tertiärsprachenforschung im Bereich des mehrsprachigen Schreibens zu verorten und konzentriert sich auf die zurzeit typische Fremdsprachenkonstellation in der tschechischen Sprachbildung, d. h. Englisch als L2 und Deutsch als L3. Der kurzen Beschreibung des Untersuchungsdesigns und der Präsentation der Teilergebnisse geht ein kurzes Statement voraus, wie die Schreibfertigkeit, die Schreib- und Textkompetenz sowie die multiple Text(sorten)kompetenz in der aktuellen Sprachlehr- und Sprachlernforschung betrachtet werden.

Petra Jesenská (Matej Bel University in Banská Bystrica, Slovakia)
Stylistic Value of English Elements in the Slovak Language (ID 113)

The paper *Stylistic Value of English Elements in the Slovak Language* is focused on neological Anglicisms having significant impact on colloquial Slovak, especially on lexis of young Slovak native speakers. Unfortunately, Slovak lexicographical works are not so flexible to notice new dynamic phenomena in language. That is why electronic Internet sources (e.g. Slovak National Corpus) and Slovak dailies, weeklies, and monthlies (i.e. newspapers and magazines) are excerpted to analyse English neologisms (i.e. Anglicisms) and their function and stylistic value in the Slovak language.

Nicole Lancereau-Forster (Université de Toulouse 3, France)

An Observatory for Foreign Language Usage in the Workplace
(ID 128)

This presentation deals with the origin of the concept of an *observatory* and the process of establishing one. Initially, as part of a doctoral thesis on foreign language learning and teaching at university, on the one hand, and foreign language usage in industry, on the other, a needs analysis was conducted by triangulating sources and methods based on tasks and situations. This analysis revealed an educational shortcoming in this regard and highlighted the fact that foreign language anxiety is regarded as a major issue in the workplace. In order to address this shortcoming, the university teaching environment has to be brought more in line with the workplace in the field of foreign languages. An *Observatory for Foreign Language Usage in the Workplace* is considered to be an innovative means for achieving this objective.

Piroshka Leeck (University of Siegen, Germany)

How portfolio work helps elementary school children improve their listening comprehension
(ID 104)

At elementary school the focus often lies on listening and speaking. While listening comprehension is the basis for learning a new language, children often feel differently about that. Many measure their success in their ability to speak. Some become frustrated, because they initially are not able to express much, not noticing how much they understand already. In my research I tried to find a way to help such children appreciate more what they have achieved so far. Through portfolio-work (self-evaluation and reflection) I wanted them to see what is 'unseen', as well as get them to think about strategies that improve listening comprehension.

Elena Napolnova, Ozyegin (University in Istanbul, Turkey)
Ethnic linguistic worldviews: "the devil is in the detail"
(ID 111)

Modern Turkish has a threefold system of demonstrative pronouns – *bu – şu – o*, but their distribution is rather specific: the zone closer to the speaker is represented by one pronoun, while the further zone is represented by two. We have determined the conditions for use of each pronoun based on experiments with the speakers of the language, the choice is governed by categories unusual for foreigners. Linguistic data contained in the present report point at the necessity for special contrastive research, which would help the instructors of native language as foreign who don't have good command of their students' native language. Such research can help determine points of nonconcurrence between languages, and from the beginning of instruction concentrate on preventing related mistakes and communicative failures.

Anne O´Mahoney **(**LAIRDIL & ISAE Supaero Graduate Engineering School in Toulouse, France)

The ancient art of « debating » and it's usefulness in the foreign language classroom : the case of the French Debating Association
(ID115)

We will examine the ancient art of debating in the foreign language classroom using findings based on current action research in a network of French universities. In French Debating Association style debates, teachers challenge students not only in grammar, vocabulary and fluency but in critical thinking, communication skills, confidence and cultural awareness. So what effect does participation in foreign language debate tournaments have on learner language acquisition, self efficacy and communication skills?

Michaela Píšová[1], Světlana Hanušová[1], Klára Kostková[2] &
Věra Janíková[1] ([1] Masaryk University in Brno, the Czech
Republic, [2]Charles University in Prague, the Czech
Republic)

**Model of foreign language teacher expertise: a
prototype view**
(ID 131)

The paper aims to present selected results of research into the
nature of foreign language teacher expertise. The project was designed
as a multiple case study, the sample included 30 teachers of English
and German from Czech lower secondary schools. The results are
presented in the form of teacher portraits which build on data from
observations, semi-structured interview, stimulated recall, etc. The
portraits are illustrative of a prototype character of the empirical
model of teacher expertise.

Diachronic view of teacher expertise development and maintenance
resulting from the same project will be presented by Hanušová,
Kostková and Píšová in a separate paper.

Françoise Raby (LAIRDIL, France)

Forging new pathways for research on language learning motivation
(ID 126)

Research on motivation in the field of applied linguistics seeks to better understand how and why learners become involved in learning activities and maintain their efforts in this regard. Dörnyei provided a seminal model drawing essentially from cognitive and social psychology (Dörnyei, 2001). In the wake of his reflection, and after investigating motivation in a range of academic contexts, we are now able to present our own model, which is dynamic, weighted, and polytomic (Raby, 2007). After presenting cognitive ergonomics as a new pathway for research in second language acquisition, we shall present the results of our investigations in foreign language learning motivation in technologically enhanced contexts, outlining major methodological difficulties pertaining to this sort of this grounded research.

Aneta Rogalska-Marasińska (University of Lodz, Poland)

Developing intercultural openness – how students describe and interpret cultural texts?

(ID 109)

The paper concentrates on axiological and cultural aspects of learning languages and communicating with others. Multicultural societies create many opportunities to enlarge our cognition and develop our attitude of openness. To widen the cultural context from which we start our relations we need to practice and know how to interpret facts/cultural texts around us. Good and moving cultural examples should be accompanied by some theoretical presumptions, frameworks, or templates. Teachers may use a combination of: contents of strategic European Union documents, VALUE (Valid Assessment of Learning in Undergraduate Education) Rubrics, Milton Bennett's Developmental Model of Intercultural Sensitivity, and FREPA (Framework of References for Pluralistic Approaches). The author referred to those tools to make a research among students of philological faculty. The results will be presented in the final part of the paper.

Michaela Sepešiová (University of Prešov, Slovakia)
Professional Competences of CLIL Teachers in Primary Education
(ID 136)

As the provision of Content and Language Integrated Learning is moving increasingly into mainstream education, the call for CLIL teachers is growing. Target language mastery and subject matter learning in CLIL and bilingual education have been studied in Slovakia and elsewhere in the world, but there are few recent studies to be found on CLIL and primary teachers teaching in English. Thus, in the present paper the author has concentrated on teachers' perspectives. The research carried out points to the crucial role of the teacher within an implementation of CLIL. The object of the study is to look into special professional competences of CLIL primary teachers and to analyse various factors influencing teachers. Since CLIL is still considered an innovation in Slovak educational environment, research is particularly important for CLIL teacher education and programme implementation.

Zuzana Straková (University of Prešov, Slovakia)

Pre-service Trainees´ Conception of Themselves Based on the EPOSTL Criteria: a case study
(ID 143)

Pre-service teacher training offers various opportunities for trainees to become aware of and understand the qualities of good teaching. Towards the end of their training they should be able to identify clearly the criteria for measuring their readiness for teaching profession as well as identify their own strong and weak areas.

The author of this article presents the results of the study where the aim was to focus was on the trainees´ conception of themselves as teachers based on the criteria of EPOSTL at the end of their training when trainees receive their diploma for teaching the English language. The results bring interesting results since some self-images of trainees directly contradict the overall results trainees received from their trainer.

Artur Świątek (Pedagogical University of Cracow, Poland)

'*Gmina*', '*Województwo*', '*Powiat*', etc. – How to relevantly translate such intricate Polish words into English and remain competent? The challenges for university students, translation-trainees and translators (ID117)

The objective of this presentation is to demonstrate how significant relevance is in the process of translating from the source language into the target language. Two languages will be considered here - Polish and English. Polish will serve here as the source language and English as the target one. Both languages, deriving from distant language families, provide anyone who takes up any translating tasks with lots of discrepancies in the fields of administration, law, medicine and other disciplines which require translation. The items that will be exemplified in this presentation (e.g. 'gmina', 'województwo', 'powiat', 'okólnik', etc.) cause a tremendous difficulty for anyone who is obliged to translate them into English.

During the presentation such ambiguous questions will be posed:
- what is more professional and relevant to rely on – paper dictionaries or their electronic equivalents?
- what about many available Internet websites or Internet translators?
- where is this golden means to master the translator`s work?
- how to access relevant information in the form of precise equivalents necessary to convey the intended message?

Such intricacies and nuances keep tormenting many translators` minds for years. Where is the source of perfection? What to do when

we come across a really challenging item to translate? How to approach it – is it better to use the avoidance strategy by omitting a difficult part or do our best to find the equivalent in the TL if it does not exist or if it may not precisely correspond to the one we manage to coin in the TL?

The author of this presentation is convinced that all these posed questions will be fully answered and explained, which, hopefully, will open a nice source for a debate on translation nowadays.

Artur Świątek (Pedagogical University of Cracow, Poland)

The use of the English article system by Polish and Turkish students of English philology

(ID 118)

The objective of this presentation is to analyse and compare the use of the English article system by two groups of non-native users of English, Polish and Turkish. The available theories devoted to this aspect of English grammar prove that this system cannot be acquired ideally by non-native users, no matter what language they use.

The English article system is either non-existent or realised differently in two analysed linguistic registers. Such features of these registers cause a tremendous diffuculty for both groups of subjects to sufficiently cope with the use of the English article system on a daily basis.

During the presentation, the results of the gapped text completion will be analysed. They will reveal which of the available English articles is the most challenging for one or the other tested group of subjects or subesquently for both of them.

Marta Szymańska (Pedagogical University in Cracow, Poland)

Teaching language as communication in polish primary school – theory and practice

(ID 105)

- theoretical basis of the idea of teaching language as communication
- communicative competence in teaching language
- linguistic skills and communicative abilities
- the main assumptions of the conception of teaching polish language as communication
- examples of implementation teaching communication in polish education – curriculum and text book „To lubię!" („I like it!")
- resistance to the new conception and new teaching methods
- teaching language as communication – contemporary text books, curriculum and Core Curriculum for primary school in Poland.

Zuzana Šimková (Constantine the Philosopher University in Nitra, Slovakia)

Developing bilingualism and plurilinguism of children at nursery schools

(ID 146)

In the last decades there was a necessity of interconnection of several languages and cultures. There started to occur intermarriages, there was a huge influence of globalization, industrialization and urbanization. All these events caused the development of bilingual and multilingual education. Bilingual children represent the source of information that we can study and analyze and thus come across to very useful information about the way how to develop bilingualism effectively and efficiently. Having two languages is a way to broaden knowledge and understand diverse cultures. Therefore we will analyze the concepts and methods used in bilingual and multilingual education. In Slovakia, one of the younger m embers of the EU, bilingual education became an extraordinarily popular instrument for the fulfilment of this task. In thi s paper we will deal with the bilingual concept and its development and importance at nursery schools.

Lydia Timms (Curtin University, Australia)

Literacy intervention in Australian indigenous school children with otitis media (OM)

(ID 103)

Problem Statement: Second highest international prevalence rates of OM (and concurrent fluctuating hearing loss) leads to fears of negative implications on the already poor literacy outcomes in Indigenous Australian school children.

Research Question: Is there a difference in literacy outcomes (reading, spelling, phonological awareness (PA)) of children with and without OM and does the literacy of these children benefit from a targeted intervention

Purpose of the study: To provide empirical evidence that links OM/HL and literacy in Indigenous children thereby contributing to discussion towards improved academic success and social outcomes in these children e.g. influencing policy, enhancing classroom practice and improving long term mental wealth of the Australian Indigenous population.

Research Methods: OM/HL was determined by ear health screeners visiting schools in Perth. Literacy Skills were tested using the Queensland University Inventory of Literacy. The researcher, a speech pathologist, provided small groups of students with a 15 session block of literacy intervention based on the Gail Gillon Phonological awareness program. Both assessment and intervention were modified to be culturally appropriate.

Findings: 97 children (57 Indigenous) assessed. Indigenous participants had significantly poorer PA, reading and spelling skills than

their non-Indigenous peers. No significant difference between Indigenous participants with/without OM/HL. 38 Indigenous participants received the intervention. Significant improvement was shown on all outcomes-significance remained for PA skills when accounting for normal classroom activities (for both children with and without OM and HL).

Conclusions

Culturally appropriate assessments/interventions are required in the classroom. OM/HL in early school does not seem to impact the literacy outcomes of Indigenous students. Targeted intervention is successful at improving the phonological awareness skills (pre-cursor to literacy) of the participants and should be explored as part of a classroom program. Research on early life OM effecting later literacy still required.

Dorota Werbińska (Pomeranian Academy in Słupsk, Poland)
Becoming an English language teacher:
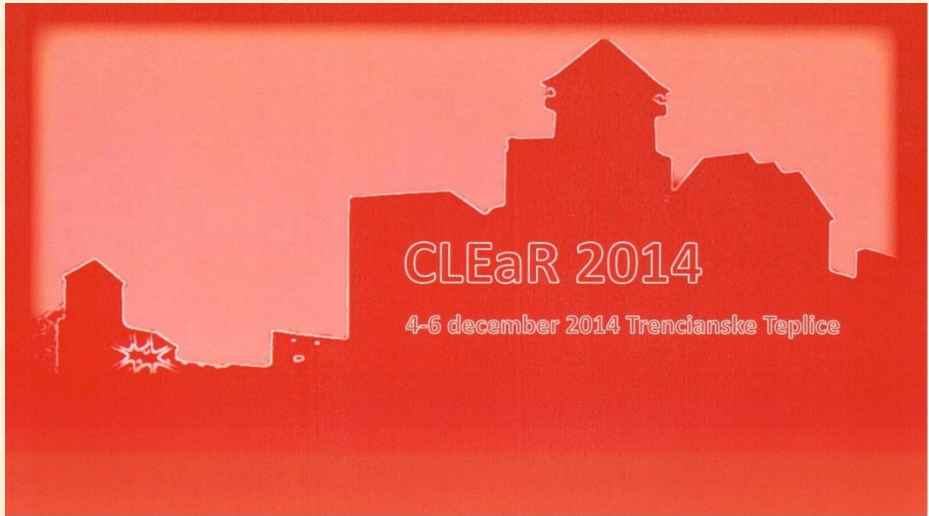***Continuities* and *Discontinuities***
(ID 108)

The aim of the presentation is to report a three-year phenomenographic study conducted on 7 EFL Polish teachers with the focus on presenting their conceptualisations of different aspects of language teaching at three crucial stages: 1) the time of university tuition, 2) the time of school placement, 3) the first year of working as professional teachers. Each stage of the study is presented from the perspective of affordances standing for the respondents' expectations (*continuities*) as well as disagreements (*discontinuities*). The findings inform what it means to be a student of language teaching, a mentee placed at school and a novice teacher, and questions the existence of clear dichotomies in the participants' professional trajectories.

Title: CLEaR2014: Book of Abstracts