

Recently completed projects at the Department of Applied English Linguistics and Language Teaching Faculty of English, Adam Mickiewicz University in Poznań

1. Effective Use of the EPOSTL by Student Teachers of English (EFUESTE), 2014-2016

Aleksandra Wach

2014-1-T01-KA203-011611

The aim of the project was to promote EFL teacher trainees' reflectivity and autonomy through the implementation of the *European Portfolio for Student Teachers of English (EPOSTL)* in their initial teacher training courses. It was an international project, with Poland (represented by the Faculty of English, Adam Mickiewicz University) being one of five countries which participated in it. The other countries were: Turkey (the project leader), Latvia, Slovakia and Croatia. The main activities included systematic work on the pen-and-paper and electronic versions of the EPOSTL, and two international meetings of the project teams from all participating countries (eight students and two trainers from each country) held in Turkey. During the meetings, the students collaborated in order to prepare presentations on topics related to the project theme. The reports on their presentations have been published in the project booklet, available online on the project website, www.efueste.eu. The project was concluded with an international conference held in Antalya, Turkey, in April 2016, at which three students and their trainer from WA presented their study findings.

2. L1-based strategies in learning L2 and L3 grammar

Aleksandra Wach

The study concerned strategic use of participants' L1 (Polish) as a resource in learning the grammar of English (their L1) and of Russian (their L3). The participants were the students of the Russian-English program at our university; the data elicitation tools were a questionnaire (with Likert-type closed-ended items) and a follow-up interview conducted with a few volunteers from the sample. The results pointed to a moderate use of L1-based strategies in learning English grammar, and to a high use of such strategies in learning Russian grammar. Two factors contributed to these findings: a typological L1-L2 and L1-L3 distance, and the participants' proficiency level (significantly higher in English than in Russian). Generally, the study findings revealed interesting L1-L2-L3 interrelationships in the process of learning, and a considerable relevance of the L1 as a resource in understanding the form, the meaning, as well as the form-meaning mappings of foreign language grammatical structures.

Wach, A. 2016. 'L1-based strategies in learning the grammar of L2 English and L3 Russian by Polish learners'. *System* 61: 65-74.

3. Language and cognition: L2 influence on the perception of speech attributes, conceptualization and lexicalization of motion and event construal

Anna Ewert

Grant MNiSW N N104 38004, 2011-2015

The aim of the project was to research the influence of L2 on perception, conceptual and linguistic representation and linguistic processing. The main focus of the project was representation and processing of motion. The research results demonstrated a relation between nonverbal perception and lexical preferences in L2 and L2 influence on the processing of motion descriptions in L1.

Ewert A. 2016. "Space, motion and thinking for language." In: Cook, Vivian; Li Wei (eds.) *The Cambridge Handbook of Linguistic Multi-Competence*. Cambridge: Cambridge University Press, 376-402.

Ewert A, Krzebietke W. 2015. "Manner and path of motion in descriptions of motion trajectories by Polish L2 users of English." In: Roberts, L.; McManus, K.; Vanek, N.; Trenkic, D. (eds.) *EUROSLA Yearbook 15*. Amsterdam/Philadelphia: John Benjamins, 95-113.

Tomczak E, Ewert A. 2015. Real and fictive motion processing in Polish L2 users of English and monolinguals: Evidence for different conceptual representations. *The Modern Language Journal* 99(S1): 49-65.

4. English language teachers' competence and beliefs, and models of teacher education and development

Teresa Siek-Piskozub

The research goal was to evaluate competence of prospective teachers of English on the basis of their self-evaluation of practicum, and in opinions of their school mentors. The data was to reveal weak points of current practice in educating English language teachers. To this end two studies were undertaken. In Study 1. (supervised by prof. T. Siek-Piskozub, data collected at the time of recruitment procedure for MA programme) the candidates, graduates of different colleges educating teachers in BA programmes, were surveyed for their experiences and opinions. They were to self-evaluate already completed practicum from the point of view of: the degree of their readiness to perform the teaching duties resulting from the academic education, reflection on the course of practicum, and experienced difficulties. In Study 2. (supervised by dr. A. Jankowska) a group of mentors of varying experience in teaching and tutoring was involved. They were to express their opinions on the degree of readiness of the teachers-to-be to their profession and on their level of satisfaction about cooperation with colleges which send their students for practicum. The results of both studies were compared and conclusions were made for the need to modify teacher education programmes.

Conference presentation related to the project:

Paper read at a conference of Modern Language Association of Poland (PTN), Gdańsk 2014

Articles related to the project: in an edited volume (Danuta Gabryś-Barker, Ewa Piechurska-Kuciel, Jerzy Zybert (eds.) *Investigations in Teaching and Learning Languages*. Heidelberg/New York: Springer International Publishing, 261-279) , and PTN journal *Neofilolog*, 2015.

5. Developing intercultural communicative competence (ICC) of prospective teachers of English as a foreign language

Teresa Siek-Piskozub

The goal of the project was to identify EFL teachers' needs concerning ICC development and to assist them in this respect. A syllabus was designed to help development of ICC (knowledge, skills, and development of desirable attitude). The state of students' ICC was evaluated at the beginning of the course (with mind maps and questionnaires) and at its end (mind maps, questionnaires and direct observation – language and non-language behaviour during activities). Participants were assuming the roles of teachers and/or learners during intercultural activities. The basis for the course was Engeström's activity theory, and educational packages designed under the auspice of Council of Europe were used.

Conference presentations related to the project:

Papers read at conferences in Poland: Annual conference of Modern Language Association of Poland (PTN) – Warszawa 2015, International Jubilee Scientific Conference of Institute of Applied Linguistics – Poznań 2015; and abroad: in Turkey (International symposium on language and education - Izmir 2012) and Italy (Language, literature and culture education – LLCE 2016, Venice),

Workshops for foreign language educators from Teacher College of Foreign Languages in Września (2015), and for participants of LLCE 2016 conference in Venice.

Articles related to the project: *Glottodidactica* (2016), *Neofilolog* (in press), *Studies in Second Language Learning and Teaching* (in review) and in an edited volume (Arik, Engin (ed.) *New research into language teaching, learning and assessment*. Ankara: Macroworld, 2015).

6. Language background and learners' attitudes to own language use

Paweł Scheffler

The project was a mixed methods study which investigated own language use in learning English. In the study, almost 400 Polish and Norwegian secondary school learners of English were asked how their own languages are used in the classroom, how they use them when they study English at home, and, finally, how they assess their usefulness in relation to various aspects of learning English. Learners' behaviour and beliefs were investigated through a questionnaire and through interviews. The results indicate that Polish and Norwegian secondary classrooms are in many respects similar concerning how the students' own language is used. Also, there were few significant differences between Polish and Norwegian students' attitudes to whether own language use is useful for learning English. More significant differences were found in how these two groups of learners use their own languages to support the learning of English at home.

Scheffler, P., M. Horverak, W. Krzebietke i S. Askland 2016. 'Language background and learners' attitudes to own language use'. *ELT Journal Advance Access* 1-21.