SUMMARY OF PROFESSIONAL ACCOMPLISHMENTS

1. **First name and surname**

   Aleksandra Wach

2. **Diplomas and degrees**

   1994   Adam Mickiewicz University in Poznań, School of English – MA in English philology.

   2003   Adam Mickiewicz University in Poznań, School of English – PhD in linguistics.

   PhD dissertation: *The effects of foreign language songs on foreign language vocabulary acquisition with special reference to ELT*.

   Supervisor: prof. dr hab. Teresa Siek-Piskozub; Reviewers: prof. dr hab. Maria Dakowska and prof. dr hab. Zdzisław Wąsik.

3. **Information about employment**

   1994-2003   Assistant at Adam Mickiewicz University in Poznań, School of English.

   2003-2012   Adjunct at Adam Mickiewicz University in Poznań, School of English (Department of Applied English Linguistics and Language Teaching).

   2012-now   Adjunct at Adam Mickiewicz University in Poznań, Faculty of English (Department of Applied English Linguistics and Language Teaching).

4. **Academic achievements fulfilling the requirements of Art. 16(2) of the Act of 14 March 2003 on Academic Degrees and Title and Degrees and Title in the Arts** (Journal of Laws of 2016, No 882, as amended in No 1311)

   a) **title of the academic accomplishment**

   A series of publications under the following monothematic title:

   The role of a learner's L1 in learning and teaching L2 grammar

b) the publications in the series

1) Wach, Aleksandra. 2019. *The L1 as a consciousness-raising tool in learning L2 grammar*. Poznań: Adam Mickiewicz University Press.
   (monograph, ISBN 978-83-232-3401-2, 574 pages)

2) Wach, Aleksandra. 2016. L1-based strategies in learning the grammar of L2 English and L3 Russian by Polish learners. *System* 61, 65-74.
   (a journal article, MNiSW A index, 30 pts)

3) Wach, Aleksandra and Marina Jakowlewa-Pawlik. 2016. Ocena użyteczności języka ojczystego (polskiego) w uczeniu się gramatyki języków obcych (angielskiego i rosyjskiego): wyniki badań [The evaluation of the usefulness of the L1 (Polish) in learning the grammar of foreign languages (English and Russian): Research results]. *Studia Rossica Posnaniensia* XLI, 473-486.
   (a journal article, MNiSW C index, 10 pts)

4) Wach, Aleksandra. 2017. Odniesienia do języka ojczystego jako strategia uczenia się gramatyki języka obcego: perspektywa polskich uczniów języka angielskiego [Making references to the L1 as an L2 grammar learning strategy: A perspective of Polish learners of English]. *Neofilolog* 48/1, 73-88.
   (a journal article, MNiSW B index, 7 pts)

5) Wach, Aleksandra. 2018. Trilingual learners' awareness of the role of L1 in learning target language grammar. In: Mirosław Pawlak and Anna Mystkowska-Wiertelak (eds.). *Challenges of Second and Foreign Language Education in a Globalized World. Studies in Honor of Krystyna Droździał-Szelest*. Cham: Springer International Publishing, 209-226.
   (a chapter in an edited collection)

c) Academic objectives of the aforementioned publications, the achieved results, and the potential implications

As the main accomplishment, I submit a monothematic series of publications under the title „*The role of a learner's L1 in learning and teaching L2 grammar*". The main aim of these publications is to investigate *whether and to what extent learners' L1 influences their processes of learning an L2, particularly its grammar*, as well as to get to know *the specific functions it performs in these processes*. The assumption that the L1 is an important reference point and a support for L2 learners is the main premise behind the undertaken research. Such a perspective is present in most contemporary second language acquisition literature, although it needs to be acknowledged that the role of the L1 remains to be a controversial topic, especially among L2 teachers. Some teachers are convinced of the advantage of monolingual (i.e., with exclusive L2 use) over bilingual (i.e. with the use of the L1) instruction (Hall and Cook 2013; Littlewood and Yu 2011).

Controversies and doubts of this kind probably stem from the widely disseminated arguments connected with the communicative approach in L2 teaching (Krashen and Terrell 1983; Long 1996). A conviction of a positive influence of the L1 on learning other languages has dominated in the literature for about two decades now; gradually, an increasing number of cognitive, affective and social arguments for using the L1 in L2 teaching have appeared (e.g., Butzkamm and Caldwell 2009; Butzkamm and Lynch 2018; Mahboob and Lin 2016). My works are therefore congruent with the current debate over the role and place of the L1 in learning and teaching other languages, offering a contribution to the still scarce number of publications focusing specifically on role of the L1 in the development of an L2 learner's grammatical competence.

The role of the L1 in raising learners' consciousness in the acquisition of L2 grammar was investigated in the study whose results are presented in the monograph. The vast literature review in chapters 1-3 aims to highlight the relationships between three core themes which serve as a background for the presentation of the study results. These themes are: consciousness in second language acquisition, learning and teaching grammar, and L1 use in learning and teaching an L2. The definition of the multifaceted notion of consciousness which opens Chapter 1 is primarily based on Schmidt's (1990, 1995) works, in which he distinguished its various levels: perception, noticing, and understanding. In Schmidt's definition, consciousness is an overarching category which comprises various processes, such as attention, automatic and controlled processing, explicit and implicit knowledge. These concepts constitute valid elements in numerous second language acquisition theories, eight of which are overviewed in Chapter 1. These are, among others: the noticing hypothesis (Schmidt 1990, 2001), input processing model (VanPatten 1996), the information processing theory (McLaughlin 1987), the interaction hypothesis (Long 1981), and the output hypothesis (Swain 1985). Despite considerable differences in the way these theories explain L2 acquisition mechanisms, all of them see consciousness as a relevant element of L2 learning. The role of consciousness in language acquisition is confirmed by research findings which point to higher levels of intake as a result of paying focal attention to grammatical features (e.g., Calderón 2013; Godfroid and Uggen 2013; Indrarathne and Kormos 2018).

Chapter 2 is devoted to the learning and teaching of L2 grammar in the contemporary L2 didactics, with special regard to the „consciousness-raising" (C-R) option in teaching grammar (Rutherford and Sharwood Smith 1985). C-R is characterized by several features. It highlights a learner's mental activity and their cognitive effort, stimulating the processes of noticing and paying focal attention to forms. It also leads the learner to formulate and test hypotheses in the process of understanding L2 structures on the basis of input data. Because of its broad definition based on several distinctive features, the C-R approach encompasses a range of didactic options. Teaching techniques based on various forms of input enhancement, processing instruction, as well as problem-solving and task-based instruction, are among the most frequently used and discussed in the literature. Previous research has largely confirmed the effectiveness of such techniques in the explicit learning of L2 grammar (e.g., De la Fuente 2009; Eckerth 2008; Schleppegrell 2013).

Considerations of mechanisms underlying the explicit learning of grammar lead to an assumption that making references to the L1 can help learners focus their attention on L2 grammatical features and understand the form-meaning links. Chapter 3 presents a literature review on the functions of the L1 in L2 learning, with a special focus on its cognitive functions in the process of acquiring L2 grammatical structures. As demonstrated by previous research, contrastive techniques appeared to be effective in learning L2 grammatical structures as well as in stimulating output (e.g., Kupferberg 1999; Spada, Lightbown and White 2005). Moreover, the L1 turned to be a factor influencing the noticing of specific features of L2 structures and the way these structures were processed (e.g., Izquierdo and Collins 2008; Park 2013).

Chapter 4 of the book provides a link between the literature review in Chapters 1-3 and the empirical part (i.e., Chapters 5-7), as it comprises a literature review on research methodology in conducting studies on consciousness in second language acquisition. A think aloud protocol, which was the main data elicitation method applied in the study, is given particular prominence in the discussion of various research design options. A presentation of the methodological design options applied in previous research points to a justification of using hybrid methods with the aim of achieving data triangulation in research on consciousness.

The main aim of the study conducted for the purpose of the book was to explore *the role of the L1 in raising learners' grammatical consciousness in the process of learning L2 grammar*. The research sample consisted of 30 adult learners of English as a foreign language (EFL) at pre-intermediate level, who were subdivided into two groups. The bilingual group learned EFL grammatical structures through input texts enhanced with Polish translations of the target forms, while the monolingual group was exposed to English-only input enhanced with a grammatical rule formulated in English. The mixed-methods design applied in the study comprised the following data elicitation techniques: think-aloud protocols, a gap-filling test, a grammaticality judgment test with confidence ratings, a grammatical sensitivity test, and a debriefing interview.

The analysis of the think-aloud protocols revealed a higher frequency of cognitive mental strategies applied in doing all the treatment tasks by the bilingual group. The specific most frequently used strategies were: the strategy of reading aloud (in both groups), of formulating own translations, of inferring forms and meanings, and of making references to other parts of the input. Interestingly, L1-based strategies were frequently employed by participants in both groups, despite the fact that the monolingual group participants worked on L2-only materials. Statistical analyses also revealed a more intensive use of lower-level mental processing strategies (in most tasks) and of higher-level mental processing strategies (in all tasks) in the bilingual group, which can be interpreted as evidence of higher levels of consciousness in the processing behavior in this group. A qualitative analysis of the think-aloud protocol transcripts revealed the following functions of the L1 in the processing of L2 grammatical structures embedded in input: a facilitation of understanding L2 input, a facilitation of creating links between the forms and meanings of structures, a facilitation of making cross-linguistic comparisons and of making inferences about forms and meanings, and giving learners a basis for a

confirmation of the results of their processing. These functions also contribute to a recognition of the role of the L1 in raising the participants' grammatical consciousness in doing the tasks. The test results provided a further verification: the bilingual group achieved higher scores on most of the tests, revealing a greater gain in their explicit knowledge. Moreover, the statistical analysis of the grammaticality judgment test indicated a greater uniformity of the judgments with the participants' confidence ratings in the bilingual group. In this group, the participants were more prone to declare high confidence of their judgments when the judgments were in fact accurate. This result is another argument in favor of the higher levels of explicit knowledge in the bilingual group. Furthermore, the findings of the debriefing interview confirmed the relevant and facilitative role of the L1 in processing L2 data. The majority of the participants, irrespective of the type of treatment (bilingual or monolingual) indicated that processing L1-enhanced input (i.e. the input with the Polish translations of the target structures) was preferred by them as a task for understanding the input and the grammar that it contained. The findings of the interview also revealed that making references to Polish as the L1 was a popular strategy of learning English grammar by the research sample. Recapitulating the results of the mixed methods analyses, it can be stated that *the L1 turned out to be an important tool in raising learners' consciousness in the process of learning the grammar of English as a foreign language*.

A more detailed analysis of the results of the data elicited through the same interview is presented in the article „*Odniesienia do języka ojczystego jako strategia uczenia się gramatyki języka obcego: perspektywa polskich uczniów języka angielskiego*" [Making references to the L1 as an L2 grammar learning strategy: A perspective of Polish learners of English] (Wach 2017). In this article, I focused exclusively on *the use of grammar learning strategies of English as a foreign language* as reported by the participants. The analyses presented here were based on the vast body of the qualitative research data that were not included in the book. All the respondents admitted to regularly making references to their L1 in the form of sentence and phrase translations and making crosslinguistic comparisons in their own study of English grammar, both inside and outside of class. The examples of strategies and their descriptions provided by the respondents showed that they were used with the aim of understanding the meanings of L2 grammatical structures and of performing explicit analyses of the forms. The students' opinions about the usefulness of such strategies were overwhelmingly positive; many of them stressed they could not imagine learning English grammar without making references to Polish. The learning behaviors admitted by the respondents underscore the considerable role of *the L1 as an element of conscious, explicit learning of foreign language grammar*, and learners' *positive attitudes toward such ways of learning*.

L1-based strategies of learning grammar employed by multilingual learners were the object of an analysis whose results are presented in my article „*L1-based strategies in learning the grammar of L2 English and L3 Russian by Polish learners*" (Wach 2016). The research sample was constituted by 85 Polish adult learners of L2 English at upper-intermediate level and of L3 Russian at elementary level (the participants were Russian-English philology students at AMU). The differences in the proficiency levels and in the

crosslinguistic distance (L1 Polish - L2 English and L1 Polish - L3 Russian) appeared to be important factors influencing the use and perceived effectiveness of L1-based strategies. The usefulness of Polish in learning English grammar was evaluated as lower than in learning Russian grammar, however, *the importance of L1 Polish as a reference point in learning grammar* was underscored in the case of both languages. The study participants gave examples of learning strategies based on their knowledge of more than one foreign language, which can be interpreted as a sign of a high level of metacognitive and crosslinguistic awareness in multilingual learners.

An exploration of *learners' awareness about the role of the L1 in learning L2 grammar* was also the aim of another study, the results of which are presented in the article „*Trilingual learners' awareness of the role of L1 in learning target language grammar*" (Wach 2018). The participants were 94 Rissian-English philology students. While acknowledging the relevant role of the L1 in learning foreign languages, they were also able to critically evaluate its usefulness in relation to linguistic and contextual factors, such as the typologies of the target languages, the specific target structures, the types of tasks, and the learners' proficiency levels. The students were also able to list a number of arguments for making references to Polish in the explicit learning of a foreign language, especially English. Moreover, they pointed to the possible positive and negative effects of language transfer in the case of learning Russian by Poles. The outcomes of both quantitative and qualitative analyses confirmed the high levels of metacognitive and crosslinguistic awareness in the research sample.

In the study whose findings were published in the article „*Ocena użyteczności języka ojczystego (polskiego) w uczeniu się gramatyki języków obcych (angielskiego i rosyjskiego): wyniki badań*" [The evaluation of the usefulness of the L1 (Polish) in learning the grammar of foreign languages (English and Russian): Research results] (Wach and Jakowlewa-Pawlik 2016), the participants, 66 first year Russian-English philology students, evaluated the potential effectiveness of the "mirroring" and the L2/L3 – L1 translation technique. The study material comprised a number of sentences in both languages, each of which illustrated a different grammatical structure, accompanied with a "mirroring" and a translation in Polish. The results of the study revealed that the evaluation of the usefulness of these techniques was closely related to a given structure. Polish was evaluated as useful in the case of the English structures that posed a challenge to the students at a conceptual level. In the case of Russian, the usefulness of the Polish clues was positively evaluated in relation to a higher number of sentences. These sentences illustrated the use of those Russian grammatical structures that are usually problematic for leaners at lower proficiency levels.

Summing up the results of the abovementioned studies, the following general conclusions can be formulated:
- The L1 (Polish) turned out to be a facilitative point of reference in the explicit learning of L2 English grammar, leading to higher scores on tests;
- The L1-enhanced input containing L2 structures stimulated a more intensive use of cognitive mental strategies;

- The use of the L1 in processing L2 input facilitated the noticing of L2 structures and the form-meaning mappings, correct inferencing, and the formulation of rules;
- It also led to a more intensive processing of the input at a higher cognitive level;
- The evaluation of the usefulness of the L1 in the learning of L2 grammar was linked to factors such as language typology and learners' proficiency levels;
- Translation, crosslinguistic comparison and other ways of referring to the L1 appeared to be a frequently used strategy of learning L2 grammar;
- Learners expressed a conviction about a high effectiveness of using L1-based strategies in learning L2 grammar.

These conclusions lead to a formulation of certain didactic implications concerning the presence of the L1 in a foreign language lesson. They can be interpreted as a justification of using various bilingual techniques, but on condition that these techniques are purposeful and do not interfere with conducting the lesson in the L2. Learner training in the use of L1-based learning strategies seems to be an important suggestion as well. This could make them aware of when and how they can use their knowledge of the L1 in L2 learning. These implications are congruent with the current literature (Butzkamm and Caldwell 2009; Kerr 2014; Scheffler 2016). The conclusions concerning the role of the L1 in learning foreign languages also lead to a formulation of certain suggestions for multilingual education. These are connected with incorporating various languages from learners' linguistic repertoires in the learning-teaching process as a sign of showing respect to their linguistic and cultural identities (e.g., Crisfield 2018; Spiro and Holderness 2018).

A list of references to other authors' works:

Butzkamm, W. and J. Caldwell. 2009. *The bilingual reform: A paradigm shift in foreign language teaching*. Tübingen: Narr.

Butzkamm, W. and M. Lynch. 2018. Evidence for the bilingual option: Re-thinking European principles in foreign language teaching. *Journal for EuroLinguistiX* 15, 1-14.

Calderón, A. 2013. The effects of L2 learner proficiency on depth of processing, levels of awareness, and intake. In: J. Bergsleithner, S. Nagem Frota and J. K. Yoshioka (eds.). *Noticing and second language acquisition: Studies in honor of Richard Schmidt.* Honolulu: University of Hawai'i at Mánoa, National Foreign Language Resource Center, 103-121.

Crisfield, E. 2018. Moving from "English only" to multilingual empowered: The British School of Amsterdam. In: J. Spiro and E. Crisfield (eds.). *Linguistic and cultural innovation in schools: The languages challenge*. Basingstoke: Palgrave Macmillan, 159-183.

De la Fuente, M. 2009. The role of pedagogical tasks and focus on form in acquisition of discourse markers by advanced learners. In: R. Leow, H. Campos and D. Lardiere (eds.). *Little words: Their history, phonology, syntax, semantics, pragmatics, and acquisition.* Washington, DC: Georgetown University Press, 211-221.

Eckerth, J. 2008. Investigating consciousness-raising tasks: pedagogically targeted and non-targeted learning gains. *International Journal of Applied Linguistics* 18/2, 119-145.

Godfroid, A. and M. Uggen. 2013. Attention to irregular verbs by beginning learners of German: An eye-tracking study. *Studies in Second Language Acquisition* 35/2, 291-322.

Hall, G. and G. Cook. 2013. *Own-language use in ELT: Exploring global practices and attitudes*. London: British Council.

Indrarathne, B. and J. Kormos. 2018. The role of working memory in processing L2 input: Insights from eye-tracking. *Bilingualism: Language and Cognition* 21/2, 355-374.

Izquierdo, J. and L. Collins. 2008. The facilitative role of L1 influence in tense–aspect marking: A comparison of Hispanophone and Anglophone learners of French. *Modern Language Journal* 92/3, 350-368.

Kerr, P. 2014. *Translation and own-language activities*. Cambridge: Cambridge University Press.

Krashen, S. and T. Terrell. 1983. *The Natural Approach: Language acquisition in the classroom*. New York: Prentice Hall.

Kupfberg, I. 1999. The cognitive turn of contrastive analysis: Empirical evidence. *Language Awareness* 8/3-4, 210-222.

Littlewood, W. and B. Yu. 2011. First language and target language in the foreign language classroom. *Language Teaching* 44/1, 64-77.

Long, M. 1981. Input, interaction, and second language acquisition. In: H. Winitz (ed.), *Native language and foreign language acquisition*. New York: Annals of the New York Academy of Sciences, 250-278.

Long, M. 1996. The role of the linguistic environment in second language acquisition. In: W. Ritchie and T. Bhatia (eds.). *Handbook of second language acquisition*. San Diego: Academic Press, 413-468.

Mahboob, A. and A. Lin. 2016. Using local languages in English language classrooms. W: W. Renandya i H. Widodo (eds.). *English language teaching today: Linking theory and practice*. Cham: Springer International Publishing, 25-40.

McLaughlin, B. 1987. *Theories of Second Language Learning*. London: Arnold.

Park, E. 2013. Learner-generated noticing behavior by novice learners: Tracing the effects of learners' L1 on their emerging L2. *Applied Linguistics* 34/1, 74-98.

Rutherford, W. and M. Sharwood Smith. 1985. Consciousness-raising and Universal Grammar. *Applied Linguistics* 6/3, 274-282.

Scheffler P. 2016. Implementing bilingual pattern practice. *RELC Journal* 47/2, 253-261.

Schleppegrell, M. 2013. The role of metalanguage in supporting academic language development. *Language Learning* 63/1, 153-170.

Schmidt, R. 1990. The role of consciousness in second language learning. *Applied Linguistics* 11/2, 129-158.

Schmidt, R. 1995. Consciousness and foreign language learning: A tutorial on attention and awareness in learning. In: R. Schmidt (ed.). *Attention and awareness in foreign language learning*. Honolulu: University of Hawai`i, National Foreign Language Resource Center, 1-63.

Schmidt, R. 2001. Attention. In: Peter Robinson (ed.). *Cognition and second language instruction*. Cambridge: Cambridge University Press, 3-32.

Spada, N., P. Lightbown and J. White. 2005. The importance of meaning in explicit form-focussed instruction. In: A. Housen and M. Pierrard (eds.). *Current issues in instructed second language learning*. Brussels: Mouton De Gruyter, 199-234.

Spiro, J. and J. Holderness. 2018. From one to many: Bilingual education in a monolingual context, Europa School. In: J. Spiro and E. Crisfield (eds.). *Linguistic and cultural innovation in schools: The languages challenge*. Basingstoke: Palgrave Macmillan, 123-157.

Swain, M. 1985. Communicative competence: Some roles of comprehensible input and comprehensible output in its development. In: S. Gass and C. Madden (eds.). *Input in second language acquisition*. Rowley: Newbury House, 235-253.

VanPatten, B. 1996. *Input processing and grammar instruction: Theory and research.* Norwood: Ablex.

5. A summary of other scholarly and research accomplishments

5.1. Publications

Since getting the PhD degree, I have published a total of **43** works. Among them, there are:

- **2 monographs**: the book which belongs to the main accomplishment, and the handbook „Muzyka i słowa. Rola piosenki w procesie przyswajania języka" [Music and song. The role of song in the process of language acquisition], co-written with prof. dr hab. Teresa Siek-Piskozub;
- **20 articles in journals: 9** in foreign journals (including **3** from the Ministry's A index: *Language Learning & Technology, System, Language Teaching Research*; **2** from the C index: *Intercultural Education, TESL-EJ*) and **11** in Polish journals (**6** from the B index: *Studies in Second Language Learning and Teaching, Neofilolog, Języki Obce w Szkole, Glottodidactica*, **2** from the C index: *Studia Rossica Posnaniensia*);
- **16 chapters** in edited collections (published, among others, by Springer and Cambridge Scholars);
- **4 articles in post-conference volumes** (mainly IATEFL conferences in the United Kingdom);
- **1 edited collection** which I co-edited with prof. dr hab. Zdzisław Wąsik: „Heteronomie glottodydaktyki: Domeny, pogranicza i specjalizacje nauczania języków obcych. Księga jubileuszowa z okazji sześćdziesięciolecia urodzin prof. dr hab. Teresy Siek-Piskozub" ["The heteronomies of glottodidactics: The domains, boundaries, and specializations in L2 teaching. A festrchrift for prof. dr hab. Teresa Siek-Piskozub on her 60th birthday"].

The full list of my publications is enclosed in Appendix 4.

The indexes of my accomplishments show that my publications are read and cited by other scholars. The **h-index** of my works' citations is **1** according to Web of Science, **6** according to Google Scholar, and **3** according to Research Gate.

In my publishing activity so far, five thematic fields can be distinguished: (1) Music and song in L2 teaching, (2) The L1 in L2 learning and teaching, (3) Learning and teaching grammar, (4) The use of computer technology in L2 learning, and (5) L2 teacher education. They are briefly outlined below.

(1) Music and song in L2 teaching

The use of music and song in L2 teaching and its influence on the processes and effectiveness of learning are my earliest research topic. It was the topic undertaken in my PhD dissertation and in the three articles published even before the PhD. My interest in this field still continued for many years later, and I published, often with prof. dr hab. Teresa Siek-Piskozub, articles based on theoretical premises, practical implications, and research results concerning songs in L2 teaching (e.g., Wach 2005; Siek-Piskozub and Wach 2008). We co-published a book which includes a literature review and a collection of teaching techniques with the use of popular songs (Siek-Piskozub and Wach 2006). In one article (Wach 2005) I reported my PhD research results. In the publications within this thematic strand I highlighted the vast possibilities for using songs as authentic

material in teaching practically all L2 subsystems and skills to all age groups, as well as the positive influence of songs on vocabulary learning and enhanced motivation in learners.

Selected publications on music and song in L2 teaching:

Wach, A. 2003. Music and songs as material conductive to foreign language acquisition: theoretical underpinnings. *Neofilolog* 22, 82-91.
Wach, A. 2005. The exploration of the function of English language songs in vocabulary acquisition: research findings. *Scripta Neophilologica Posnaniensia* VII, 159-179.
Siek-Piskozub, T. and A. Wach. 2006. *Muzyka i słowa. Rola piosenki w procesie przyswajania języka* [Music and song. The role of song in the process of language acquisition]. Poznań: Wydawnictwo Naukowe UAM.
Siek-Piskozub, T. and A. Wach. 2008. Motywująca funkcja muzyki i piosenki w nauczaniu języka obcego [The motivating function of music and song in L2 teaching]. In: A. Michońska-Stadnik and Z. Wąsik (eds.) *Nowe spojrzenia na motywację w dydaktyce języków obcych* [New perspectives on motivation in L2 didactics]. Wrocław: Wydawnictwo Wyższej Szkoły Filologicznej we Wrocłąwiu, 143-154.
Wach, A. 2009. Music and creativity in teaching foreign language grammar. In: R. Bebre (ed.) *Creative personality vol. VII*. Riga: Scientific Institute of Creativity RTTEMA, 163-171.
Siek-Piskozub, T. and A. Wach. 2009. The influence of background pop-songs on vocabulary acquisition. In: M. Wysocka (ed.) *On language structure, acquisition and teaching.* Katowice: Wydawnictwo Uniwersytetu Śląskiego, 359-368.

(2) The L1 in L2 learning and teaching

The place and functions of the L1 in the learning and teaching of the L2 is a topic closely connected with the topic of my main scholarly accomplishment. My interest in the use of the L1 by learners and teachers also concerns its practical considerations in the classroom, which is reflected in the article on bilingual teaching techniques (Wach 2017). Another article on this theme presents research findings on teacher-trainees' beliefs about L1 use in the L2 classroom (Wach and Monroy 2019). This article has been co-authored with dr Monroy from the University of Murcia, and the study participants were students from Poland and Spain. We are currently working on further analyses of the research data we have already collected. The quantitative and qualitative analyses that have already been completed point to the role of contextual factors, such as educational culture, the national curriculum, teacher education, and prior learning experience, in shaping pre-service teacher beliefs.

Two articles belong to this thematic group:

Wach, A. 2017. Techniki bilingwalne w nauczaniu gramatyki języka obcego [Bilingual techniques in teaching L2 grammar]. *Języki Obce w Szkole* 2017/01, 22-27.
Wach, A. and F. Monroy. 2019. Beliefs about L1 use in teaching English: A comparative study of Polish and Spanish teacher-trainees. *Language Teaching Research*. Pre-published 02/2019. doi:10.1177/1362168819830422

(3) Learning and teaching grammar

The grammatical subsystem in the context of L2 didactics has been one of my earliest and still continued research interests, which is also evident in the theme of the main scholarly accomplishment. The variety of approaches toward teaching L2 grammar, as well as the controversies around the place of grammar in communication-oriented teaching seen in the current literature, have motivated me to undertake empirical investigations on these topics. Some of my publications have been devoted to explorations of grammar teaching practices, such as the use of metalinguistic terminology in lessons and the choice of teaching techniques (Wach 2010, 2011). The results have shown a considerable variety in teachers' behavior in this respect, with a prevalence, however, of more traditional didactic procedures. An inclination toward traditional, teacher-centered didactic options (such as, for example, a provision of grammar rules by the teacher) was also seen in the beliefs about learning and teaching grammar held by pre-service and in-service teachers. At the same time, the respondents also stressed the need to embed grammar activities into contextualized L2 use (Wach 2013). The results of another study revealed gaps in pre- and in-service teachers' knowledge of grammar rules and metalinguistic terminology, although the knowledge in these groups of respondents was at a considerably higher level than among advanced learners of English, who were another sub-sample in the study (Wach 2014). It needs to be stressed, however, that explicit metalinguistic knowledge is one of many elements which build up teachers' competences, and effective teaching does not have to involve giving grammar rules to learners.

The following publications represent the thematic strand on L2 grammar instruction:

Wach, A. 2010. Użycie terminologii metajęzykowej w nauczaniu gramatyki języka obcego [The use of metalinguistic terminology in the teaching of L2 grammar]. In: Z. Wąsik and A. Wach (eds.) *Heteronomie glottodydaktyki: Domeny, pogranicza i specjalizacje nauczania języków obcych. Księga jubileuszowa z okazji sześćdziesięciolecia urodzin prof. dr hab. Teresy Siek-Piskozub* [The heteronomies of glottodidactics: The domains, boundaries, and specializations in L2 teaching. A festrchrift for prof. dr hab. Teresa Siek-Piskozub on her 60th birthday]. Poznań: Instytut Filologii Angielskiej, 123-136.

Wach, A. 2011. Grammar instruction in ELT: Insights from the classroom. In: M. Pawlak (ed.) *Extending the boundaries of research on second language learning and teaching*. Berlin: Springer, 29-39.

Wach, A. 2013. Teachers' beliefs about EFL grammar learning and teaching. In: E. Piechurska-Kuciel and E. Szymańska-Czaplak (eds.) *Language in cognition and affect*. Berlin: Springer-Verlag Berlin Heidelberg, 295-314.

Wach, A. 2014. Language awareness in EFL teachers, teacher trainees and advanced learners. In: A. Łyda and K. Szcześniak (eds*.) Awareness in action. The role of consciousness in language acquisition*. Heidelberg: Springer, 51-66.

(4) The use of computer technology in L2 learning

Learning and teaching foreign languages with the mediation of modern computer technology is another topic undertaken in my research. The development of learners' grammatical and intercultural competences and self-regulation skills through the use of computer tools have been among my specific research interests. My research results have shown that computer technology is a very important source of English input for Polish teenagers, which gives them an opportunity to increase their L2 competences (e.g.,

grammatical and lexical); moreover, technology creates valuable opportunities for them to engage in computer-mediated communication with native and non-native speakers of English. Frequent and regular experience with computer-mediated communication provides considerable exposure to English, especially its informal registers, to EFL learners. The study conducted on a group of high school learners revealed that such situations are appreciated by learners as an opportunity for informal L2 acquisition (Wach 2013a, 2013b). In two other publications, I have presented the results of an action research study involving my students from the EFL didactics courses (Wach 2015b, 2017). For the teacher-trainees, telecollaboration with peers from abroad was a source of reflection about their own teaching practice and learning/teaching experience; it also contributed to their increased intercultural awareness. The results of another study (Wach 2014) revealed the influence of student logs on the e-learning platform Moodle on the stimulation of reflections in the participants about their own processes of learning English pronunciation. The analysis of the logs underscored the students' increased involvement in the practicing of English pronunciation and their enhanced awareness of the sounds and accents in English.

The following publications report on the results of studies on the role of technology in L2 learning and teaching:

Wach, A. 2012. Computer-mediated communication as an autonomy-enhancement tool for advanced learners of English. *Studies in Second Language Learning and Teaching* 2(3), 367-389.

Wach, A. 2013a. Polish teenage students' willingness to engage in on-line intercultural interactions. *Intercultural Education* 24, 374-381.

Wach, A. 2013b. Wpływ komunikacji internetowej na kompetencję gramatyczną młodzieży uczącej się języka angielskiego [The influence of computer-mediated communication on EFL teenage learners' grammatical competence]. In: J. Stańczyk and E. Nowikiewicz (eds.) *Dydaktyka językowa a kompetencje ogólne* [L2 didactics and general competences]. Bydgoszcz: Nauczycielskie Kolegium Języków Obcych w Bydgoszczy, 223-235.

Wach, A. 2014. Enhancing learners' reflections in the process of learning EFL pronunciation through technology-based self-study. *Neofilolog* 42, 111-127.

Wach, A. 2015a. Advanced learners' intercultural experience through computer-enhanced technology: A study of Polish and Romanian students. In: L. Piasecka, M. Adams-Tukiendorf and P. Wilk (eds.) *New media and perennial problems in foreign language learning and teaching*. Cham: Springer, 21-38.

Wach, A. 2015b. Promoting pre-service teachers' reflections through a cross cultural keypal project. *Language Learning & Technology* 19, 34-45.

Wach, A. 2017. Intercultural experience in online collaboration: A case of Polish and Romanian teacher-trainees. *TESL-EJ* 20/4, 1-21.

(5) L2 teacher education

I have been conducting EFL didactics courses for years, therefore, pre-service teacher training is a research topic that is closely connected with my didactic activity. In an early article (Wach 2004) I discussed the role of the practicum in teacher training and the most frequent misconceptions about teaching that were evident in the lessons conducted by teacher-trainees that I observed as part of the training program. My observations of the lessons conducted by teacher-trainees were also a source of data that I included in the article co-written with prof. dr hab. Teresa Siek-Piskozub (Siek-Piskozub and Wach

2013). In this article, we discussed the multidimensional character of a language lesson: as a syllabus unit, as a way of operationalizing teaching methods, as a social and interpersonal event, and as way of enhancing teachers' professional development. Two further articles (Wach 2012, 2014) concern action research as an option in pursuing professional development by teachers. The participants of the study were English philology MA seminar students, most of whom were extramural students who were in-service teachers. The respondents positively evaluated the process of conducting action research, which was part of their MA theses requirement, as a form of pursuing professional development. The experience of conducting action research was reported as having increased their knowledge and skills, as well as stimulated reflections about their own teaching practice. Moreover, it gave them a feeling of satisfaction.

Selected publications in the area of L2 teacher education:

Wach, A. 2004. Praktyka czyni mistrza, czyli dwanaście błędów najczęściej popełnianych przez nauczycieli-praktykantów [Practice makes perfect, or twelve most frequent mistakes made by teacher-trainees]. *Języki Obce w Szkole* 6, 72-78.
Wach, A. 2012. Teachers as researchers: Benefits and challenges of action research. *ELT Research. The Newsletter of the IATEFL Research Special Interest Group* 27, 51-53.
Siek-Piskozub, T. and A. Wach. 2013. Wielopłaszczyznowy charakter lekcji języka obcego. *Studia Rossica Posnaniensia* 38, 231-243.
Wach, A. 2014. Action research and teacher development: MA students' perspective. W: M. Pawlak, J. Bielak and A. Mystkowska-Wiertelak (eds.) *Classroom-oriented research. Achievements and challenges.* Heidelberg: Springer, 121-137.

5.2. Participation in conferences and in conference organizing committees

Participation in conferences is an important part of my scholarly activity. Since getting the PhD degree, I have **actively participated** (i.e., with a presentation), in **43** conferences (and in **6** before getting the PhD degree): **23** in Poland and **20** abroad (**3** in Poland and **3** abroad before getting the PhD degree). The full list of the conferences I participated in, together with the titles of my presentations, is enclosed in Appendix 5. I have participated, many times, in big international conferences organized by world-known associations, such as IATEFL in the United Kingdom (5 times: Brighton 2003 and 2011, Cardiff 2005 and 2009, Exeter 2008), EUROSLA in Cork in 2009, TESOL in the United States (3 times: Boston 2010, New Orleans 2011 and Dallas 2013), AAAL in the United States (twice: Chicago 2011 and Dallas 2013), AILA (Beijing 2011), ALA (Vienna 2016). I have also participated in conferences in Russia and France (before getting the PhD degree), and in Italy, Spain, Latvia and Slovakia. In Poland, I have regularly attended the annual conferences organized by PTN (Polish Association of Modern Languages) and in the „Classroom-Oriented Research" conferences in Konin. I have been invited by the organizers to deliver presentations at two conferences: in Kalisz (2012), at the invitation of the Language Teacher Training College, and in Florence (2013), at the invitation of Fodazione Intercultura.

I have been a member of the **organizing committees** at all editions of the annual conference GlobELT (Antalya 2015, 2016, Efez 2017, Belgrade 2018, forthcoming:

Kyrenia 2019), and of the „Effective Use of the European Portfolio for Student Teachers of Languages (EPOSTL)" conference (Antalya 2016).

I have been on the **advisory board** of the conference „Young Linguists' Meeting (YLMP)", organized by the Faculty of English, Adam Mickiewicz University in Poznań (2014, 2016, 2018).

5.3. Reviewing and editorial activity

I regularly review students' diploma theses (both at the BA and MA levels), and abstracts submitted to the conferences: GlobELT, YLMP, and Poznań Linguistic Meeting (PLM). I also get invited to prepare the reviews of manuscripts from both Polish and foreign journals. In recent years, I have reviewed 18 manuscripts submitted to the following journals: *Language Acquisition: Journal of Developmental Linguistics, Curriculum Journal, SAGE Open, International Online Journal of Teaching and Education, Studia Anglica Posnaniensia, Studies in Second Language Learning and Teaching, Neofilolog, Konińskie Studia Językowe*.

Since 2014 I have been the co-editor for the journal *International Online Journal of Teaching and Education (IOJET)*, published by Near East University in Cyprus (before 2018 by Hacettepe University in Ankara). Since 2018 I have been an editor for the journal *Studies in Second Language Learning and Teaching (SSLLT)*, published by Adam Mickiewicz University. My duties within these functions include: making decisions about submitting manuscripts to external reviews, appointing appropriate reviewers, staying in touch with the authors and the reviewers at all stages of the editorial process, and copyediting accepted manuscripts.

As mentioned above, in 2010 I co-edited (with prof. dr hab. Zdzisław Wąsik) a volume published by the School of English, Adam Mickiewicz University. I have also co-edited (with prof. UAM dr hab. Paweł Scheffler) a special issue of the Journal *Noefilolog* (vol. 52, No 1) on „The role of affective factors in learning and teaching foreign languages", which is due to be published in April 2019.

5.4. International cooperation

Cooperation with academics from other countries is an important element of professional development in my didactic and research activity. I treat it as an opportunity to enhance my knowledge and skills, as well as to develop my intercultural competence. Therefore, I willingly engage in different forms of international cooperation. I have participated in the **Erasmus+ Teaching Staff Mobility program** five times so far: in 2009 (University of Vigo in Spain), in 2010 (University of Triest in Italy), in 2012 (University of Bacau in Romania), in 2013 (University of Seville in Spain) and in 2018 (University of Murcia in Spain). During these brief visits I conducted classes and lectures for students; moreover, I initiated further scholarly collaboration with the host academics. In this way, I collected research data on using modern technology by Romanian students, which were published in a chapter in an edited collection in 2015. During my Erasmus+ visit to Romania I established cooperation with Prof. Elena Bonta, which led to the signing of an agreement

about academic collaboration between Adam Mickiewicz University and Vasile Alecsandri University in Bacau in 2012. On its basis, I cooperated a telecollaboration project involving groups of students from these two institutions. The findings of this study were published in two articles in the journals: *Language Learning & Technology* in 2015 (the Ministry's A index, 40 pts), and *TESL-EJ* in 2017 (the Ministry's C index, 10 pts). I also started academic collaboration with dr Fuensanta Monroy during her Erasmus+ visit at AMU in Poznań in 2016. The collaboration has resulted in a joint research project, two conference presentations and one article published in the journal *Language Teaching Research* in 2019 (the Ministry's A index, 40 pts). We are currently collaborating on further analyses of the research data that we have already collected, and planning further joint publications.

In the years 2014-2016 I was the manager of the Polish section in the **international project** „Effective Use of the EPOSTL by Student Teachers of English (EFUESTE)" financed by the Erasmus+ program. Higher education institutions from five countries participated in it, and the leader was Hacettepe University in Ankara. The main aim of the project was to involve students, future teachers of English, in multidimensional professional training. In the project activities, a group of 8 students under my supervision created and tested tools for the development of self-assessment and autonomy, prepared presentations and reports (some of them in collaboration with foreign peers), and participated in two international meetings of the EFUESTE team in Turkey. Three of the students presented their research findings, prepared under my supervision, at an international conference in Antalya in 2016. As the project manager, I participated in five working meetings of the team in the countries of the participating institutions; I was the organizer of one of such meetings in March 2016 in Poznań. The meeting was attended by 12 academics from Turkey, Slovakia, Latvia, Croatia, and Poland.

In 2018 I wrote „A **publisher's guide** to grammar at school: From primary through secondary" commissioned by Cambridge University Press in the UK. The guide is a 20-page brochure for internal use of the publisher; it is intended to be used by the authors of didactic materials and workshop organizers from Cambridge University Press.

5.5. Functions

Throughout my employment at Adam Mickiewicz University, I have performed different functions. I have participated in a number of recruitment committees both as a committee member and as a secretary. Since the beginning of 1994, I have been participating in end-of-year exams in practical English teaching, acting as a committee chair since I got the PhD diploma in 2003.

In the years 2009-2012 I performed the function of a tutor in the Inter-Faculty Individual Studies in the Humanities at AMU, supervising individual students' work, coordinating their study syllabi, and giving them term assignments. In the years 2008-2015 I was the academic-didactic supervisor in the Teacher Training College (NKJO) in Kalisz. While performing this function, I organized regular meetings with the students and the staff, I participated in diploma exams, inauguration and graduation ceremonies. In the years 2008-2012 I was the coordinator of extramural evening studies at the School of English at AMU, and in the academic year 2011/2012 I performed the function of the director of postgraduate studies in ELT methodology at the School of English. In the

academic year 2015/2016 I was a member of a working team constructing the study program for the newly created English-Chinese specialization at the Faculty of English in cooperation with the Faculty of Modern Languages at AMU. This function involved taking part in several meetings and participating in the drafting of the study program. In June 2015 I participated in the selection board for the employment of a University professor at the Faculty of English, AMU. In 2011 I initiated the activity of a reading group "Research in English Applied Linguistics" (REAL), and since then I have acted as its coordinator. In the years 2010-2018 I was the webleader of the Department of Applied English Linguistics and Language Teaching at the Faculty of English. I was responsible for updating the department's website and its members' personal websites, and uploading the department's announcements on the faculty website. Since 2016 I have been a member of the faculty team for the evaluation of the quality of training. Among other responsibilities, I analyze students' evaluations of the functioning of the faculty, I formulate recommendations, evaluate syllabuses, and regularly participate in the team's meetings. Since 2015 I have been Dean's Representative for ECTS Credits. In this position, I am responsible for the following: the administration of surveys measuring students' work load, providing information about ECTS credits, popularizing the ECTS system among students and staff, analyzing study programs and syllabi in terms of allotting ECTS credits to subjects, assisting in the implementation of the National Qualifications Framework, and coordinating the process of entering syllabi into the USOSweb.

5.6. Teaching accomplishments, popularizing science, and rewards received

Teaching is a very important element of my academic activity at AMU; I devote considerable time and energy to it, focusing on meeting high standards in the courses I offer to my students. Since the beginning of my employment at AMU, I have been conducting practical English classes and EFL didactics courses, and since I received the PhD degree, I have also been conducting diploma seminars in the field of teaching English as a foreign language. I conduct classes at both BA and MA levels, in regular and part-time programs, as well as in the postgraduate courses for teachers offered at the Faculty of English. Diploma seminars have been often assigned to me within my teaching load. So far, I have supervised 83 BA theses (71 at the Faculty of English at AMU and 12 at the Philological College in Wrocław, where I have conducted classes on a civil contract since 2008). I have also supervised 123 MA theses, including 59 at the Faculty of English and 64 at the Philological College in Wrocław. Currently, I am also conducting MA seminars in part-time extramural studies in both institutions.

I eagerly get engaged in various activities popularizing science: I have conducted workshops, guest lectures and professional training sessions in the area of teaching English as a foreign language. Even before obtaining the PhD degree, in collaboration with prof. dr hab. Teresa Siek-Piskozub, I conducted practical workshops for teachers on using songs in the teaching process at the invitation of various institutions, such as language schools. Our guest lecture delivered at the State School of Higher Professional Education in Konin in 2001 was also about songs in ELT. In 2008 I delivered a guest lecture for teachers about assessment in L2 instruction at the invitation of The Nidzica Development Foundation „NIDA". I have presented my research findings at the „Friday lunch talks",

cyclical research-oriented meetings for the students and staff members at the Faculty of English (before 2012, at the School of English, these meetings were called „IFA scholarly meetings") four times: in 2000, 2003, 2008 and 2013. In cooperation with prof. dr hab. Teresą Siek-Piskozub I have conducted two workshops for teachers and school learners from the Poznań region at the „Poznań Festival of Science and Art": in 2006 and 2017. I have conducted two in-service training sessions for the EFL teachers at the Faculty of English, AMU: in 2009 and 2018. Similarly, in 2011, I conducted in-service training „Ocenianie jako integralny element nauczania języka obcego" [Assessment as an integral element of teaching a foreign language] for teachers from the School of Foreign Languages at AMU. In 2014 I was invited to deliver a lecture for students in the teaching specialization at the University of Wrocław within a series of didactic trainings organized by the Lower Silesia Branch of the Modern Language Association of Poland (PTN). In 2016 I conducted workshops on the use of songs in ELT for secondary school teachers organized at the IV Liceum Ogólnokształcące in Ostrów Wielkopolski. In the same year, with prof. dr hab. Teresa Siek-Piskozub, I conducted workshops for teachers and learners at the „Researchers' Night", an annual event organized and hosted by several academic and scientific institutions in Poznań. In November 2018, at the invitation of the organizers, I delivered a lecture opening the third conference in the series „Języki ODNoWA", addressed at foreign language teachers and organized by the Faculty of English and the Center of Professional Education for Teachers in Poznań.

In 2007 I received a 3rd degree Team Award granted by the Rector of Adam Mickiewicz University for research achievements. In the years 2017 and 2018 I was awarded with incentive pay granted by the Rector of Adam Mickiewicz University for research and teaching achievements.

In this summary, I have presented the accomplishments which illustrate my research, teaching, and organizational activity. Recapitulating, I would like to stress that since obtaining a PhD degree, I have published 43 scholarly works, including 3 in journals from the A index (from the Journal Citation Reports – JCR list) and 4 in journals from the C index (from the European Reference Index for the Humanities – ERIH list). After obtaining the PhD degree, I have actively participated in 43 conferences, including 20 conferences organized abroad. I am actively engaged in international cooperation. I work in the editorial teams of two scholarly journals. I conduct pre- and in-service teacher courses, and I teach English at University level, polishing my teaching skills. I have supervised 83 BA and 123 MA theses. I have conducted a number of workshops and guest lectures in and outside of University. I have been performing various functions connected with the functioning of the University.

Aleksandra Wach