

# Conference Program

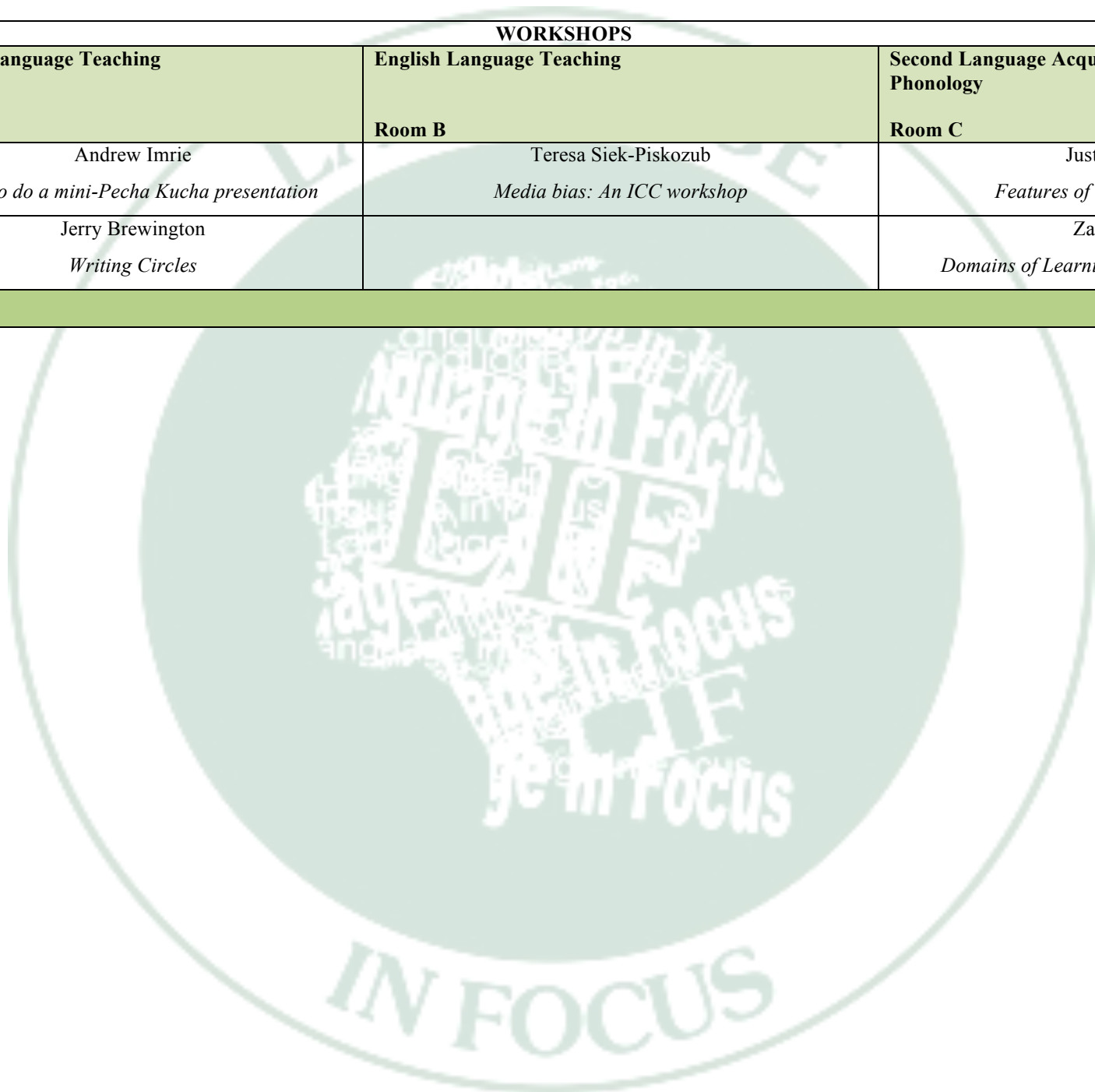
Thursday 2 March 2017

<b>8:00-9:00</b> <b>11:00-12:00</b>	<b>Conference registration</b>		
<b>9:00-9:15</b> <b>Room A</b>	Opening statements: <ul style="list-style-type: none"> <li>• Assoc. Prof. Dr. Cem Can, Çukurova University, Turkey</li> <li>• Assist. Prof. Dr. Abdurrahman Kilimci, Çukurova University, Turkey</li> <li>• Dr. Katarzyna Papaja, State University of Applied Sciences in Konin, Poland</li> </ul>		
<b>PLENARY SESSIONS</b> <b>9:15-10:45</b>	Chair: Peter MacIntyre Keynote: Andrew Cohen, Professor Emeritus, University of Minnesota USA <b>Applied Linguistic Research on Language Teaching and Learning: A Look Back and a Look Forward</b>  Keynote: Birsen Tütüniş, Prof. Dr, Istanbul Kültür University, Turkey <b>Professionalism and Teacher Agencies</b>		
<b>10:45-11:00</b>	<b>COFFEE BREAK</b>		
<b>SESSIONS: PRESENTATIONS</b>			
	<b>Corpus Linguistics and Learner Corpora</b>	<b>English Language Teaching / Discourse Analysis</b>	<b>Round Table Second Language Acquisition</b>
	<b>Room A</b> <b>Chair: Shelley Byrne</b>	<b>Room B</b> <b>Chair: Nina Raud</b>	<b>Room D</b> <b>Chair: Peter MacIntyre</b>
<b>11:00-11:30</b>	Mariko Abe  <i>Tense and aspect errors in L2 written production of Japanese learners of English</i>	Lynn Zimmerman and Merita Hoxha  <i>Recognizing the complexity of language learning: L1 in an English language classroom in Albania</i>	<i>A follow up on Andrew Cohen's plenary talk</i>
<b>11:30-12:00</b>	Artur Świątek  <i>The Use of the Multifunctional word GIVE by Polish and Non-Native students of English</i>	Beata Grymska  <i>Adjectives in the Research Articles' Introductions – semantic classification</i>	<i>A follow up on Birsen Tütüniş's plenary talk</i>
<b>12:00-12:30</b>	Yuichiro Kobayashi and Akira Murakami  <i>Variation across L2 speech and writing: A multidimensional study</i>	Cirsten Carlson  <i>L2 English teachers' language performance: Complexity, accuracy, fluency, and second language acquisition</i>	Teresa Siek-Piskozub  <i>(Inter)Cultural turn in foreign language pedagogy: Concepts and problems</i>
<b>12:30-13:00</b>	Meltem Muşlu and Yeliz Torun  <i>A Linguistics Analysis of the 2016 Presidential Debates: Trump vs. Clinton</i>	Mariusz Kruk and Joanna Zawodniak  <i>On the possible interactions of varied EFL activities and learning styles with EFL students' motivational changes</i>	Andrew Cohen and Isobel Kai-Hui Wang  <i>Fluctuations in Language Strategy Functions</i>

<b>13:00-14:00</b>	<b>LUNCH</b>		
<b>SESSIONS: PRESENTATIONS</b>			
	<b>Corpus Linguistics and Learner Corpora and Semantics</b> <b>Room A</b> <b>Chair: Artur Świątek</b>	<b>Teacher Training</b> <b>Room B</b> <b>Chair: Hatice Sofu</b>	<b>Technology and Foreign Language Teaching</b> <b>Room C</b> <b>Chair: Lynn Zimmerman</b>
<b>14:00-14:30</b>	Shelley Byrne <i>An examination of successful learner speech and its implications for language teaching and assessment</i>	Ashleigh Pipes and Hasibe Kahraman <i>Drops in the Bucket: A Multiple Case Study of Three Native Foreign Language Teachers in Turkey</i>	Nicholas Gossett and Ekaterina Zakharova <i>Online Language Classes: The Development, Delivery and Diagnosis of Distance Language Learning</i>
<b>14:30-15:00</b>	Gulbakhor Abdukadirova <i>Semantic field of perceptual verbs in the English and Uzbek languages</i>	Yochanna Miri <i>Modifying Novice EFL / ESL Teacher's Self-Efficacy via Self-Translation</i>	Svitlana Kozhushko and Natalia Volkova <i>The use of the technology of collaborative learning in the course of teaching professional subjects to the students of pedagogy (with English as the language of study)</i>
<b>15:00-15:30</b>	Seda Banli <i>Overextension of Early Words in Comprehension and Production</i>	T.J. Ó Ceallaigh <i>Unearthing teacher language awareness through Lesson Study</i>	Marek Molenda <i>Web 2.0 Consultation Sources and EFL Students -- A Perfect Match?</i>
<b>15:30-16:00</b>	<b>COFFEE BREAK</b>		
<b>SESSIONS: PRESENTATIONS</b>			
	<b>English Language Teaching</b> <b>Room A</b> <b>Chair: Joanna Zawodniak</b>	<b>Teacher Training</b> <b>Room B</b> <b>Chair: Svitlana Koshushko</b>	<b>Second Language Acquisition</b> <b>Room C</b> <b>Chair: Mariusz Kruk</b>
<b>16:00-16:30</b>	Agnieszka Solska <i>Tools of Class Instruction: Using Puns to Raise the Language Awareness of L2 learners</i>	Nina Raud and Olga Orekhova <i>Innovations in Foreign Language Teacher Education: Current Challenges and their Implications</i>	Anna Koziol <i>Selected individual learner differences and their impact on FL learning success among Polish lower secondary school students</i>
<b>16:30-17:00</b>	Fabiana Fazzi <i>The museum turn in foreign language education: bridging the gap between in- and out-of-school learning</i>	Natalia Zinukova and Vera Zirka <i>Experts' qualification progress in multilingual communication</i>	Martin Endley and Karim Khaled <i>Should WCF be direct or indirect? Comparing the effectiveness of different types of written corrective feedback on L1 Arabic writers' use of English prepositions</i>
<b>17:00-17:30</b>	Pınar Babanoğlu <i>Learner autonomy practices of Turkish undergraduate students</i>	Natalie Donohue <i>A comparative study of the self-efficacy and burnout levels of ESL and EFL teachers</i>	Dorota Lipińska <i>Learning foreign languages in a company environment: what learners really think about it</i>

**WORKSHOPS**

	English Language Teaching	English Language Teaching	Second Language Acquisition / Phonetics and Phonology
	Room A	Room B	Room C
<b>17:30-18:15</b>	Andrew Imrie <i>How to do a mini-Pecha Kucha presentation</i>	Teresa Siek-Piskozub <i>Media bias: An ICC workshop</i>	Justin Kernot <i>Features of Connected Speech</i>
<b>18:15-19:00</b>	Jerry Brewington <i>Writing Circles</i>		Zadjia Zahi <i>Domains of Learning in an ELT Classroom</i>
<b>19:30 -</b>	<b>DINNER</b>		



## Friday 3 March 2017

<b>8:00-9:00</b>	<b>Conference registration</b>		
<b>11:00-12:00</b>			
<b>Room A</b>	Chair: Andrew Cohen Keynote: Peter D. MacIntyre, Prof. Dr, Cape Breton University, Canada		
<b>PLENARY SESSIONS</b>	<b>Exploring Applications of Positive Psychology in SLA</b>		
<b>9:15-10:45</b>	Keynote: Ülker Vancı Osam, Prof. Dr, Eastern Mediterranean University, Cyprus <b>Asynchronous Discussions for Academic Discourse Socialization: A Closer Look</b>		
<b>10:45-11:00</b>	<b>COFFEE BREAK</b>		
<b>SESSIONS: PRESENTATIONS</b>			
	<b>Second Language Acquisition</b>	<b>Round Table Psycholinguistics / Sociolinguistics</b>	<b>CLIL and CLILiG Symposium</b>
	<b>Room A</b> <b>Chair: Martin Endley</b>	<b>Room B</b> <b>Chair: Andrew Cohen</b>	<b>Room C</b> <b>Chair: Constanze Juchem-Grundmann</b>
<b>11:00-11:30</b>	Vera Zirka <i>Intellectual ads: language resources</i>	<i>A follow up on Peter MacIntyre's plenary talk</i>	Ada Bier <i>Student motivation for learning in CLIL and teacher motivation for teaching in CLIL: reflections on their reciprocal behaviour</i>
<b>11:30-12:00</b>	Ashleigh Pipes <i>When the Newness Wears Off: Second-year Foreign Language Education</i>	<i>A follow up on Ülker Vancı Osam's plenary talk</i>	Sarah Lister and Pauline Palmer <i>Integrating content and language in a game based context in order to develop deeper conceptual understanding in mathematics</i>
<b>12:00-12:30</b>	Gopa Nayak <i>Self-observation as a strategy for developing oral presentation skills</i>	Katarzyna Budzińska <i>Is this exercise going to stress my students? An overview of typical classroom activities and the anxiety level they provoke</i>	Jill Surmont and Esli Struys <i>Multilingual learners in multilingual programmes: What about the main instruction language?</i>
<b>12:30-13:00</b>	Richard Spiby <i>Reading style and substance: a comparison of test-taker performance and strategies in tests of expeditious and careful reading</i>	Anna Pot <i>Aging in an L2 context: A linguistic perspective on older migrants' second language use, health and wellbeing</i>	Katarzyna Papaja <i>The Importance of Affective Factors in CLIL – a cross-cultural study</i>
<b>13:00-14:00</b>	<b>LUNCH</b>		
<b>SESSIONS: PRESENTATIONS</b>			
	<b>Second Language Acquisition</b>	<b>English Language Teaching</b>	<b>CLIL and CLILiG Symposium Language Assessment</b>

	<b>Room A</b> <b>Chair: Ülker Vancı Osam</b>	<b>Room B</b> <b>Chair: Ken Hyland</b>	<b>Room C</b> <b>Chair: Sarah Lister</b>
<b>14:00-14:30</b>	Ellen De Bruyne <i>How Do Students Process Information From Texts? L2 External Representation Skills in University Students</i>	Viviane Grisez <i>When Shakespeare meets Einstein: at the crossroads of a multidisciplinary and integrated approach. The internationalization policy of the University of Mons, Belgium</i>	Constanze Juchem-Grundmann and Felicitas Fein <i>Integrating Theory and Practice in CLIL Teacher Education in Germany</i>
<b>14:30-15:00</b>	Jing Zhou <i>New Four Handed Teaching in L2 Acquisition</i>	Shehdeh Fareh and Inaam Hamadi <i>How well can healthcare students adequately use medical collocations?</i>	Sabina Nowak <i>Developing the 21st Century Skills in CLIL</i>
<b>15:00-15.30</b>	Natalia Zinukova <i>Developing translation and interpreting competences as a complex, multidimensional functional system: integrated approach</i>	T.J. Ó Ceallaigh, Mairéad Hourigan and Aisling Leavy <i>Towards a reconceptualization of classroom pedagogy in immersion education</i>	Alina Wegner <i>Factors affecting the implementation of bilingual programmes. A mixed-method study on (pre)conditions, facilitating aspects and possible obstacles of CLIL implementation at primary level</i>
<b>15:30-16.00</b>	Rika Plat and Wander Lowie <i>The effect of short term and long term language exposure on L1 and L2 processing: a dynamic perspective</i>	Vi Thanh Son <i>Swedish and Vietnamese children's interlanguage: the produced variational features for habitual action task and their L2 learning strategies</i>	Olena Panchenko <i>New Europe – New words (Multilingual dictionary of new words as a source of researching neologisms)</i>
<b>16.00-16.30</b>	Sara Hillman <i>University students' attitudes toward learning languages other than English and Arabic in Qatar</i>	Kamile Hamiloğlu <i>Student Teacher Learning as Identity Construction and Reconstruction from the Vygotskian Sociocultural Perspective</i>	Nicholas Gossett <i>Formative Assessment and E-Portfolios in the Language Classroom</i>
<b>16:30-17:00</b>	<b>COFFEE BREAK</b>		
<b>POSTERS</b>			
<b>17:00-18:00</b> <b>Room B</b>	<ul style="list-style-type: none"> <li>• <b>Amani Al Ghamdi:</b> <i>The acquisition of boundary-crossing motion event patterns by Arab learners of English</i></li> <li>• <b>Tariq Yusuf:</b> <i>Problem Based Learning: Towards a 21st Century Skills Framework in English Language Teaching</i></li> <li>• <b>Vi Thanh Son:</b> <i>A Corpus-Based Analysis of Seemingly-Synonymous Adjectives (Small and little)</i></li> </ul>		
<b>19:00 -</b>	<b>CONFERENCE DINNER</b>		

## Saturday 4 March 2017

<b>Room A</b>	Chair: Birsen Tütüniş Keynote: Ken Hyland, Prof. Dr, University of Hong Kong, Hong Kong <b>Working with writing: understanding texts, writers and readers</b>	
<b>PLENARY SESSION</b> <b>9:15-10:00</b>		
<b>10:00-10:15</b>	<b>COFFEE BREAK</b>	
<b>SESSIONS: PRESENTATIONS</b>		
	<b>Second Language Acquisition</b>	<b>English Language Teaching</b>
	<b>Room A</b> Chair: Birsen Tütüniş	<b>Room B</b> Chair: Pınar Babanoğlu
<b>10:15-10:45</b>	<i>A follow up on Ken Hyland's plenary talk</i>	Chieko Hiranoi <i>Are movies effective in language learning?</i>
<b>10:45-11:15</b>	Hatice Sofu, Ali Ceyhun Müftüoğlu and Havva Zorluel <i>Individual Differences in Foreign Language Learning: A Case Study on A Turkish Adult Learner of English</i>	Hiroko Tsujino <i>English language teachers' professional development in Communities of Practice</i>
<b>11:15-11:45</b>	Natalia Volkova <i>How to stimulate cognitive activity of students in the course of their training at higher educational institutions</i>	Khaled Alhazmi <i>Phonological decoding and reading difficulties of Arabic EFL learners: An eye-tracking study</i>
<b>11:45-12:15</b>	Osamu Matsumoto <i>A Japanese EFL Learner's Dictionary Use in Reading: A Sociocultural Perspective</i>	Yasunori Matsuzono <i>TOEFL Integrated Essays by Students at Different Levels</i>
<b>12:15-12:45</b>	Fatih Ünal Bozdağ <i>Tense – Aspect Morphology in Learner Corpora: an Analysis of Turkish EFL Learner Acquisition of L2 Tense – Aspect Markings</i>	Fahredtin Sanal and Selma Durak Ögüten <i>Syllabus Types</i>
<b>12:45-13:15</b>		Fahredtin Sanal and Selma Durak Ögüten <i>Characteristics of an Autonomous Learner</i>
<b>13:15-13:30</b>	<b>CLOSING REMARKS AND FAREWELL</b>	
<b>13:30-14:00</b>	<b>LUNCH</b>	



LANGUAGE

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