SIG EduLing Seminar
Linguistics for language teaching and learning
University of Białystok, Poland

PROGRAMME
June 26-27, 2018
Local team

Elżbieta Awramiuk (chair)
Michał Citko (secretary)
Daniel Karczewski
Piotr J. Malinowski
Bożena Teleszewska

International scientific committee

Elżbieta Awramiuk (Poland)
Kaisu Rättyä (Finland)
Krista Kerge (Estonia)
Paulo Feytor Pinto (Portugal)
Caroline Doktar (Finland)

Venue

University of Bialystok
Plac Niezależnego Zrzeszenia Studentów 1
room: 47
<table>
<thead>
<tr>
<th>CONTENT</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Programme</td>
<td>4-5</td>
</tr>
<tr>
<td>Participants</td>
<td>6</td>
</tr>
<tr>
<td>Abstracts</td>
<td>7-33</td>
</tr>
<tr>
<td>Practical information &amp; map</td>
<td>34</td>
</tr>
<tr>
<td>Time</td>
<td>Session</td>
</tr>
<tr>
<td>--------------</td>
<td>-------------------------------------------------------------------------</td>
</tr>
<tr>
<td>08.00 – 09.00</td>
<td>Registration</td>
</tr>
<tr>
<td>09.00 – 09.15</td>
<td>Conference Opening</td>
</tr>
<tr>
<td>09.15 – 10.45</td>
<td><strong>Session 1. Linguistics and education – general issues</strong></td>
</tr>
<tr>
<td></td>
<td>1) Kaisu Rättyä, <strong>Grammar with poetry – Role of linguistics in literature education</strong></td>
</tr>
<tr>
<td></td>
<td>2) Ludmila Liptakova, <strong>What the developmental linguistics can offer to L1 education</strong></td>
</tr>
<tr>
<td></td>
<td>3) Jimmy van Rijt &amp; Peter-Arno Coppen, <strong>Linguistic Theory and L1 Grammar Education: a happy marriage?</strong></td>
</tr>
<tr>
<td>10.45 – 11.15</td>
<td>Coffee break</td>
</tr>
<tr>
<td>11.15 – 13.00</td>
<td><strong>Session 2. Implicit and explicit knowledge in grammar education</strong></td>
</tr>
<tr>
<td></td>
<td>1) Carme Durán &amp; Carmen Rodríguez-Gonzalo, <strong>Relations between conceptualization and use in grammar learning</strong></td>
</tr>
<tr>
<td></td>
<td>2) Ana Luísa Costa, <strong>A contribution to the implicit / explicit debate on grammar learning: the case of contrast connectors</strong></td>
</tr>
<tr>
<td></td>
<td>3) Xavier Fontich, Teresa Ribas Seix, Carme Durán &amp; Carmen Rodríguez-Gonzalo, <strong>The reflection on connectors in the context of argumentative writing: Tension between school activity and communicative activity</strong></td>
</tr>
<tr>
<td></td>
<td>4) Helin Puksand, <strong>E-exam – pros and cons</strong></td>
</tr>
<tr>
<td>13.00 – 14.00</td>
<td>Lunch break</td>
</tr>
<tr>
<td>14.15 – 15.45</td>
<td><strong>Session 3. Practice in different regions</strong></td>
</tr>
<tr>
<td></td>
<td>1) Adriana Cardoso, Carla Teixeira &amp; Isabel Sebastião, <strong>Portuguese Academic Writing: Peer interaction in abstract production task</strong></td>
</tr>
<tr>
<td></td>
<td>2) Astrid Wijnands, <strong>From prescriptive to descriptive grammar. Reference grammars in the classroom to stimulate the development of reflective thinking</strong></td>
</tr>
<tr>
<td></td>
<td>3) Xavier Fontich &amp; María-José García-Folgado, <strong>Grammar instruction on the international plane: The case of the Hispanic area with attention to Spain</strong></td>
</tr>
<tr>
<td>15.45 – 16.15</td>
<td>Coffee break</td>
</tr>
<tr>
<td>16.15 – 18.00</td>
<td><strong>Session 4. Research in different regional contexts – poster session</strong></td>
</tr>
<tr>
<td></td>
<td>1) Krista Kerge, <strong>Grammar in student writings from grade 5 to grade 11</strong></td>
</tr>
<tr>
<td></td>
<td>2) Isabel Sebastião, <strong>The teaching of grammar in the year nine Portuguese textbooks: the case of writing grammar</strong></td>
</tr>
<tr>
<td></td>
<td>3) Merilin Aruvee, <strong>Discourses of text instruction in Estonian secondary school</strong></td>
</tr>
<tr>
<td></td>
<td>4) Ana Luisa Costa, <strong>Academic writing development through language awareness</strong></td>
</tr>
<tr>
<td></td>
<td>5) Jenni Marjokorpi, <strong>Student perceptions of remembering grammatical concepts in L1 education</strong></td>
</tr>
<tr>
<td></td>
<td>6) Bernadetta Niesporek-Szamburska, <strong>The role of language “input” (grammar and vocabulary) in teaching / learning of Polish as heritage language</strong></td>
</tr>
<tr>
<td></td>
<td>7) Elżbieta Awramiuk &amp; Michał Citko, <strong>Unseized opportunity. Foreign words in L1 Polish textbooks</strong></td>
</tr>
<tr>
<td></td>
<td>8) Grażyna Krasowicz-Kupis &amp; Katarzyna Wiejak, <strong>Familial risk of dyslexia and phonological awareness in Polish first grade pupils</strong></td>
</tr>
<tr>
<td></td>
<td>9) Daniel Karczewski &amp; Marti Palla, <strong>Preschool children’s sensitivity to the generic and non-generic distinction</strong></td>
</tr>
<tr>
<td>Time</td>
<td>Session</td>
</tr>
<tr>
<td>--------------</td>
<td>----------------------------------------------</td>
</tr>
<tr>
<td>09.00 – 10.30</td>
<td><strong>Session 5. Language awareness</strong></td>
</tr>
<tr>
<td></td>
<td>1) Cristina Vieira da Silva &amp; Isabel Sebastião, Future teachers’ scientific knowledge on grammar: implications for teacher training</td>
</tr>
<tr>
<td></td>
<td>2) Jimmy van Rijt, Astrid Wijnands &amp; Peter-Arno Coppen, L1 Grammar Teaching in The Netherlands: Teacher Beliefs on Grammatical Concepts and Reflective Thinking</td>
</tr>
<tr>
<td></td>
<td>3) Stanislav Štěpáník &amp; Jana Vlčková, Phonetic aspects in L1 teaching in the Czech Republic</td>
</tr>
<tr>
<td>10.30 – 11.00</td>
<td><strong>Coffee break</strong></td>
</tr>
<tr>
<td>11.00 – 12.45</td>
<td><strong>Session 6. Between L1 and L2</strong></td>
</tr>
<tr>
<td></td>
<td>1) Marta Szymańska, Use of the method occasional exercise efficiency in teaching L1 and L2</td>
</tr>
<tr>
<td></td>
<td>2) Marta Kopcikova, On the relationship between metacognitive reading strategies in L1 and L2</td>
</tr>
<tr>
<td></td>
<td>3) Hojung Kim, Wonki Lee &amp; Bitsol Kim, The strategies and criteria of judging grammaticality in L2: the passive voice</td>
</tr>
<tr>
<td></td>
<td>4) Małgorzata Pamuła-Behrens, Understanding Polish language in the mathematics classroom – perspective of Polish students (ps) and Polish language learners (pll)</td>
</tr>
<tr>
<td>12.45 – 13.00</td>
<td><strong>Conference closing</strong></td>
</tr>
<tr>
<td>13.00 – 14.00</td>
<td><strong>Lunch</strong></td>
</tr>
</tbody>
</table>
PARTICIPANTS

MRILIN ARUVEE
ELŻBIETA AWRAMIUK
ADRIANA CARDOSO
MICHAŁ CITKO
PETER-ARNO COPPEN
ANA LUÍSA COSTA
CARMEN DURÁN
XAVIER FONTICH
MARÍA-JOSÉ GARCÍA-FOLGADO
DANIEL KARCZEWSKI
KRISTA KERGE
HOJUNG KIM
BITSOL KIM
MARTA KOPCIKOVA
WONKI LEE
GRAŻYNA KRASOWICZ-KUPIŚ
LUDMILA LIPTAKOVA
JENNI MARJOKORPI
BERNADETA NIESPOREK-SZAMBURSKA
MARTI PALLA
MAŁGORZATA PAMUŁA-BEHRENS
HELIN PUKSAND
KAISU RÄTTYÄ
TERESA RIBAS SEIX
JIMMY VAN RIJT
CARMEN RODRÍGUEZ-GONZALO
ISABEL SEBASTIÃO
CRISTINA VIEIRA DA SILVA
STANISLAV ŠTĚPÁNÍK
MARTA SZYMAŃSKA
CARLA TEIXEIRA
KATARZYNA WIEJAK
ASTRID WIJNANDS
JANA VLČKOVÁ

Estonia
Poland
Portugal
Poland
The Netherlands
Portugal
Spain
Spain
Spain
Spain
Poland
Estonia
Republic of Korea
Republic of Korea
Slovakia
Republic of Korea
Poland
Poland
Poland
Estonia
Finland
Spain
The Netherlands
Spain
Portugal
Portugal
Czech Republic
Poland
Portugal
Poland
The Netherlands
Czech Republic
ABSTRACTS
DISCOURSES OF TEXT INSTRUCTION IN ESTONIAN SECONDARY SCHOOL

Merilin Aruvee
Tallinn University, Estonia

Keywords: text instruction, authentic texts, (content area) literacy

Preliminary results introduce a research, which viewed text instruction in 6 different subjects in secondary level classrooms. The aim was to identify discourses or text instruction patterns that appear in literacy education across subjects. Theoretical framework grows out of new literacies theories and multimodality (Kress 2010) which stretch the ambiguous nature of texts and the need to integrate different modes to text instruction.

In the spirit of ethnomethodological research (applied in Krogh’s study in 2012) 6 teachers (L1, L2, history and civics, STEM, music and handicraft) were asked to keep research diary, giving 6 descriptive entries of lessons of their own choice (36 entries altogether). Diaries provided information on the nature of texts, didactical purposes and methods of text instruction. Diaries were supplemented with follow-up interviews gathering self-reflective comments and notions of their choices.

In the second stage of research 12 groups of teachers were formed and asked to give feedback to the diaries in order to make adequate generalization. Each diary was presented to two groups of teachers of the same subject: one of them was an expert group, including textbook authors, curriculum developers, L1 society’s board members, testing specialists or otherwise active teachers. Second group was formed of in-service teachers. Both groups involved 4-5 teachers of the same subject as the teachers who kept diaries. 12 group interviews were carried out.

3 sets of data (6 diaries, 6 self-reflective interviews and 12 group interviews) are in the stage of discourse analysis, attempting to link the findings with Ellen Krogh’s (2012) and Roz Ivanič’s writing discourses (2004).

The preliminary findings draw a colourful picture of text world in classroom, as the types, genres, modes and cognitive procedures vary and compensate each other across subjects. It was assumed that L1 teachers engage grammar instruction in line with text work, but preliminary results do not confirm the assumption. Since texts are being conveyed through grammatical choices (Halliday 2005/1979), this finding needs explicit attention in L1 education.

References


UNSEIZED OPPORTUNITY.
FOREIGN WORDS IN L1 POLISH TEXTBOOKS

ELŻBIETA AWRAMIUK & MICHAŁ CITKO
University of Białystok; Poland

Keywords: primary school, textbook analysis, transcription, linguistic awareness

The awareness of basic differences between languages (concerning e.g. pronunciation, spelling or grammar) is an important factor of linguistic competence (cf. CEFR: 4-5). Within school education the development of this awareness should not be restricted to foreign language classes only but should be shaped whenever there is opportunity for it. One such opportunity is the presence of foreign words in an L1 class, even more so as L1 is a point of reference to all linguistic experience. Also, the introduction of comparative elements is a chance to increase students’ awareness of their mother tongue as well as to develop their metalinguistic knowledge.

The purpose of the poster is to present the results of the analysis of several Polish textbooks, popular in primary schools, for presence and functions of foreign words with particular attention paid to words of English. The main focus of interest was the way Polish textbooks give the pronunciation of these words, as they much more often provide the pronunciation of foreign words than Polish. The research shows that their transcription is inconsistent and may lead to incorrect pronunciation, but most of all does not serve the development of linguistic awareness in students. The main problems here include unclear distinction of pronunciation and spelling, lack of stress marks, inconsistent use of semi-phonetic transcription based on the letters of Polish alphabet.

L1 classes create a perfect opportunity for students to develop their awareness of differences between languages and at the same time to build on their metalinguistic knowledge. This opportunity, however, does not seem to be fully realized or embraced by the authors of the textbooks. Even though they include many texts of world culture and as a consequence many foreign words, they lack different thought-out solutions aimed at orthoepic competence concerning e.g. phonetic transcription conventions.

References


...
PORTUGUESE ACADEMIC WRITING: PEER INTERACTION IN ABSTRACT PRODUCTION TASK

ADRIANA CARDOSO*, CARLA TEIXEIRA** & ISABEL SEBASTÃO***
Escola Superior de Educação de Lisboa*,
Centro de Linguística da Universidade Nova de Lisboa***,
Faculdade de Letras da Universidade do Porto***; Portugal

Keywords: academic writing, collaborative writing; metalinguistic activity, higher education

This presentation exploits data collected within the project Portuguese Academic Writing, developed from the homonymous curricular unit, which is part of the 1st year of the Bachelor’s degree in Basic Education of Escola Superior de Educação de Lisboa.

One of the writing pathways is dedicated to scientific paper’s abstract (and its key words). In this context, two modules are proposed to be worked: i) the deconstruction of scientific paper’s abstract macrotextuals and microtextuals characteristics (Bronckart, 2003); ii) the abstract production itself. From these modules, the work developed aims to diagnose students’ language and grammar concepts represented in Portuguese Academic Writing working classes’.

It is the object of this presentation to refer to a peer interaction text production task. For this purpose, we consider guideline studies on collaborative writing process (Seuba & Castelló, 2015; Santana, 2007), which sustain that this strategy is a trigger of learning and reflection processes, allowing the comprehension of students’ concepts on language and grammar (Fontich, 2017).

Data analysis on this subject will enable to observe and confront information on new pedagogical pathways for a productive and effective language teaching.

References

ACADEMIC WRITING DEVELOPMENT THROUGH LANGUAGE AWARENESS

ANA LUISA COSTA
Escola Superior de Educação – Instituto Politécnico de Setúbal (ESE-IPS), Portugal

Keywords: academic writing, linguistic awareness, cooperative writing, academic genres, writing process

As it is referred in literature on adult writing development (Feak & Swales, 1994; Grabe & Kaplan, 1996; Hyland, 2017; Scardamalia & Bereiter, 1987), remaining difficulties facing more complex textual patterns, such as explicative or argumentative texts, must be seen as a challenge to educational intervention. For some undergraduate students, academic failure is due to linguistic and discourse problems dealing with formal registers, mainly with academic writing genres, through which assessment in undergraduate courses is done. In this talk, a program on academic writing, created within an institutional strategy to promote academic success, will be presented. In this program, teaching strategies were selected in a perspective of intervention-action. Learning activities and learning tasks were designed after the analysis of students’ real needs, problems and achievements in a writing task.

The analysis of argumentative texts produced by a group of students yielded evidence for major difficulties in dealing with cohesion mechanisms (specifically, reference chains and inter-sentential connections). Didactic intervention on those writing mistakes was planned at two levels: (i) awareness of the writing process and (ii) syntactic awareness of some structures, less frequent in daily registers.

Considering the advantages of cooperative work, recognized in didactic studies on writing development (Camps (ed.) (2003)), work group tasks for academic writing were developed, specifically tasks where peer writing interaction was a mean to approach textual problems through a reflexive process. In order to develop linguistic awareness of some textual resources, the reflexive process on the writing decision pathway included syntactic awareness tasks. These didactic strategies will be brought into discussion.

References

A CONTRIBUTION TO THE IMPLICIT / EXPLICIT DEBATE ON GRAMMAR LEARNING: THE CASE OF CONTRAST CONNECTORS

ANA LUIZA COSTA
Escola Superior de Educação – Instituto Politécnico de Setúbal (ESE-IPS), Portugal

Keywords: implicit knowledge, explicit knowledge, linguistic awareness, grammar teaching, linguistic theories

The debate on implicit vs. explicit grammar learning and teaching is strongly related to linguistic theories on the nature of language (Rebuschat, 2015; O'Neil, 2010). For some theoretical approaches, explicit grammar instruction seems to be useless to language development. In this proposal, data on the acquisition of contrast connectors, by children aged between 1;5.9-3;11.12 and 9;3.13 – 15;4.141, will support the idea that, even when assuming an innate perspective on early language acquisition, the development of linguistic proficiency depends on language experiences through school years (Menyuk & Brisk, 2005). If «schooling plays a critical role in later language development» (Nippold, 2004, p. 5), what should be done in order to enhance linguistic skills? This study on the late development of connectors used in opinion texts will contribute with data on the conditions needed for a meaningful grammar teaching. Grammar learning may be conceived as a process of building awareness of the language that is used since early stages, and it might be seen, as well, as a process of scaffolding knowledge that depends on latter language development. For this, grammar instruction must take into account what belongs to spontaneous linguistic knowledge and which linguistic knowledge crucially depends on the richness of language experiences. The role of social participation in discourse communities, as school learning communities, will be seen as a central issue for this debate.

References


1 Age in years; months. days (MacWhinney (2000). The CHILDES Project: Tools for Analyzing Talk.).
RELATIONS BETWEEN CONCEPTUALIZATION AND USE IN GRAMMAR LEARNING

CARMEN DURÁN* & CARMEN RODRÍGUEZ-GONZALO**
Universitat Autònoma de Barcelona*, Universitat de València**: Spain

**Keywords**: teaching and learning grammar, metalinguistic activity, grammatical concepts, the verb, pedagogical grammar

This communication seeks to present how Spanish Compulsory Secondary students (12-16 years of age) use linguistic concepts (namely the verb and other concepts around it) in reflection and writing activities (Camps & Ribas, 2017).

According to Camps (2000), metalinguistic activity is an inherent part of human beings but does not always appear in a conscious way. For this to be the case, an educational intervention is needed in order to make the language opaque, so we can accompany schoolchildren on the complex process of abstraction and generalization necessary for conceptualization. Only through consciousness can one get to the systematization of knowledge about how language works. This systematization has to be based on use and that, in a round trip, has to serve for students to improve comprehension and production of texts, especially in uses far from everyday ones. In this way, metalinguistic activity is considered to be a key factor in the linguistic formation of schoolchildren, both with regards to the development of their communicative competence as well as to the process of conceptualization of grammatical notions.

That is the focus of the group GREAL (Research Group on Language Teaching and Learning) and, specifically, the researches of Rodríguez Gonzalo’s (2015) research on the use of past tenses in writing and Durán's (2015) research on the notion of subjunctive. In them, clues are shown on how secondary school students use the linguistic referents in reflection and writing. That allows us to advance our understanding of how a pedagogical grammar should be, considering the problems of teaching and learning in the didactic transposition and not only the contributions of the different language sciences.

References

GRAMMAR INSTRUCTION ON THE INTERNATIONAL PLANE: THE CASE OF THE HISPANIC AREA WITH ATTENTION TO SPAIN

XAVIER FONTICH* & MARÍA-JOSÉ GARCÍA-FOLGADO**
Universitat Autònoma de Barcelona*, Universitat de València**; Spain

Keywords: grammar education, Spain, metalinguistic activity, writing, pedagogic system

In grammar education (GE), a number of studies have suggested the importance of approaching in a more integrated way the three poles of the pedagogic system (grammar content, teaching procedures, and learning processes), in order to build operational grammar knowledge transferable into writing. Some studies also consider that the current state of the art does not provide a clear conceptual rationale to support such an integrated approach, and therefore results in parallel research streams and fragmented research outcomes. This is further aggravated by the fact that to date there has been no attempt to explore what GE stands for in other countries. Such a lack of a debate hinders the possibility of creating a common ground for sharing concerns and contributions. In this presentation we will draw on what GE stands for in the Hispanic area.

In the Hispanic area, GE has remained an unresolved issue, having long been approached from within the disjunction between rhetoric (teaching how to use language, especially writing) and grammar. Overtime it has generated an intense debate around two positions: direct instruction on grammar content versus instruction devoted to prompting reflection on grammar. There has been an insistent and recurring tendency towards the former, a situation that still prevails.

More recently, however, certain research trends in Spain, albeit a minority, have crystallized, opening up new possibilities for rethinking instruction based on grammar reflection to support writing. As innovative ways to promote grammar reflection within language use are explored, metalinguistic activity is becoming the focus of research and pedagogy. Crucially, some of these studies suggest that grammar knowledge may not be a condition for reflection about language but its consequence, leading to a consideration of metalinguistic activity as a promising avenue for rethinking the debate on the role of grammar instruction.

References


THE REFLECTION ON CONNECTORS IN THE CONTEXT OF ARGUMENTATIVE WRITING: TENSION BETWEEN SCHOOL ACTIVITY AND COMMUNICATIVE ACTIVITY

CARME DURÁN*, CARMEN RODRÍGUEZ-GONZALO**, TERESA RIBAS SEIX* & XAVIER FONTICH*
Universitat Autònoma de Barcelona*, Universitat de València**; Spain

Keywords: writing, metalinguistic reflection, argumentative texts, connectors, compulsory school

Studies of different fields have explored the role of explicit reflection on language (Fontich 2016). They suggest the importance of promoting reflective practices in teaching-learning situations, in which it is essential to guide these practices explicitly towards specific objectives. One of the central ideas is that the grammar activity that is proposed has a meaning for the students. In this line, it has been studied that some teaching proposals link in a very explicit way the relationship between metalinguistic reflection activities and writing tasks in context (Camps & Milian 2000, Milian 2005, Rodríguez-Gonzalo 2015).

In the project that it is presented, a teaching intervention of argumentative texts was carried out in elementary and secondary schools (11 class sessions). It included an explicit work of reflection and practice on the use of causal and temporal connectors. The objective of this communication is to explore students’ conceptions about writing and about the use of connectors in the context of argumentative writing. Students should be guided by principles regarding the textual scheme attached to the number of paragraphs and the use of causal and temporal connectors (but not concessive or adversative). Data consist of the analysis of texts and drafts produced in class, as well as interviews with small groups of students once the task is finished. Also, they include oral interactions in the process of writing the text.

The results highlight some of the difficulties developed by some pairs of students in the process when using the concepts and procedures provided in the intervention. Students’ difficulties make it possible to reflect on the incidence of the didactic design of the intervention.

References

PRESCHOOL CHILDREN'S SENSITIVITY TO THE GENERIC AND NON-GENERIC DISTINCTION

DANIEL KARCZEWSKI, MARTI PALLA
University of Białystok, Poland

Keywords: generic sensitivity, generics and non-generics, morphological cue, demonstrative determiner

Generics convey generalizations about kinds e.g., “fish swim,” or “birds have wings”. In contrast, non-generics express facts about specific individuals or groups of individuals, e.g., “my cat has caught two mice” or “two birds are sitting in that tree”. To interpret utterances generically or non-generically, speakers of Polish use morphosyntactic features (e.g. determiners, plurality, tense and aspect), contextual cues, as well as world knowledge (Karczewski, 2016). The aim of the present study is to determine the extent to which preschool children are sensitive to one morphological cue in particular, i.e. a demonstrative determiner te ‘these’ in Polish, as in (2).

(1) Czy żaby mają ogony?
‘Do frogs have tails?’

(2) Czy te żaby mają ogony?
‘Do these frogs have tails?’

The present study adapted the logic of Cimpian and Cadena (2010), Cimpian and Markman (2008) and was conducted in a preschool in Poland among children between the ages of 3-6. Sixty preschoolers participated in the study (34 girls), all of whom spoke Polish as their first language. The experiments consisted of 4 phases (a warm-up task, a retelling task, an open-ended task and a closed-ended task) in which pictures of animals with atypical features were shown to the children (e.g. a frog with a tail).

The results of this study show that children’s sensitivity to generic and non-generic distinctions increases with age. The study concludes a significant difference between the results of 3- and 4-year-olds collated with those of the 5- and 6-year-olds. A correct differentiation of generic and non-generic properties was made 42% of the time by 3- and 4-year-olds and 65% of the time by 5- and 6-year-olds.

References


GRAMMAR IN STUDENT WRITINGS FROM GRADE 5 TO GRADE 11

KRISTA KERGE
Tallinn University; Estonia

Keywords: language development, lexicogrammar, acquisition of coherence means

Basics of L1 grammar highly connected to lexicon are mainly acquired in first years of life (Argus 2008). Types of functional words as a means of grammar are more or less typical of production natural text-types. Although some of them – e.g. demonstrative pronouns and pro-adverbs – appear quite early (op. cit.), most of function words can be acquired depending on text-types they occur in (cf. Kerge & Pajupuu, 2010). What do we witness when observing grammar of child’s written texts later on?

When studying development of aspects of lexical richness in spontaneous creative writings of 196 Estonian students in the age of 12, 14, 16, and 18 years, we found interesting tendencies both by age and gender (Kerge et al., 2014b, Kerge et al., 2014a). Witnessing the development of grammar (see Diessel, 2013) in writings of the age-groups mentioned above, here the questions are put (1) whether the written sentence complicacy grows and (2) if and how does the usage of connectives, such as deictic and conjunctive words, or disjuncts (text particles) differ by writers’ age (grades 5, 7, 9, and 11). To compare the age-groups, both qualitative and quantitative methods are used.

Preliminary results show that sentence complicacy is more individual than age dependent whereas in usage of connectives, there is a big qualitative and quantitative difference by age but no significant difference by gender. Knowing that, I shall also briefly look into the question, if the Estonian teachers are prepared to consider grammatical parameters of a text (studied here or other) when teaching or assessing writing – grammar knowledge does not belong to standard skills waited from their future students (cf. Doecke, Kostogriz, 2008).

References

Argus, Reili. 2008. Acquisition of Morphology in Estonian. (Tallinn University Dissertations on Humanities, 19). Tallinn: TUP. [In Estonian, with English summary]


THE STRATEGIES AND CRITERIA OF JUDGING GRAMMATICALITY IN L2: THE PASSIVE VOICE

HOJUNG KIM, WONKI LEE & BITSOL KIM
Seoul National University; Republic of Korea

Keywords: Grammaticality Judgement Task, Passive Voice, Implicit Knowledge, Explicit Knowledge

The grammaticality judgment (or metalinguistic) task has its roots in the procedures used by early descriptive and theoretical linguists, who primarily employ this type of exercise to explore L1 or L2 intuition about the grammaticality of specific sentences or structures. Several studies have explored methodologies to measure learners' knowledge, the goal being to reveal aspects of second language acquisition, or SLA (e.g., Gass & Mackey, 2000; Doughty & Long, 2003; R. Ellis et al, 2009; Jegerski & VanPatten, 2014). Thus far, numerous explanations have been proposed and information concerning measures of learners' L2 knowledge has increased.

In this paper, we report on experimental data that gauges Korean L2 learners' passive voice knowledge based on the grammaticality judgment task (GJT). A vast number of SLA studies aim to define and describe the constructs of explicit knowledge (EK) and implicit knowledge (IK), as well as their relationship with each other. Although the passive voice is a universal lexical and semantic characteristic, teaching its uses and functions is one of the thorniest problems in L2 grammar instruction, and many L1s appear to have difficulty with passive constructions (Hinkel, 2002). In terms of a general definition, most researchers in the field (Paradis, 2009; Ullman, 2005) agree that that EK and IK are investigated by modifying modality and task stimulus. We investigated the IK and EK of L2 learners by applying GJTs. In the first session, we asked the participants to complete a language background questionnaire, a timed/untimed GJT (TGJT/UTGJT), and a timed aural GJT (TAGJT).

We administered aural and written GJTs containing 64 sentences (half of which are grammatical and half of which are ungrammatical) that cover 4 grammatical structures. In the next session, the participants will take part in group “speak-aloud” protocols on GJTs, based on the same subjects taught in their L1 and L2 coursework. The participants consist of 50 Chinese students studying advanced Korean in the Korean language.

In this paper, we present experimental data that explores the impacts of L1 on L2 passive voice acquisition. Kim (2012) and You (2012) examined the role of L1 Chinese in L2 Korean acquisition of the passive voice. They found that certain aspects of universal grammar (UG) instantiated in L1 are highly resistant to revision in L2 learning; therefore, these elements hinder the acquisition of the Korean passive voice. It is difficult to identify the factors that underlie judgments of grammaticality in standard GJTs. Ericsson and Simon (1980) and Ellis (1991) employed L2 GJTs that utilize “speak-aloud” protocols for general psychological and psycholinguistic work. This line of research has provided evidence for L1 influence on the intuition of grammatical knowledge.

The general research question that motivated the present study was: What kinds of strategies and criteria do Korean language learners utilize when judging syntactic properties in the Korean passive voice? This led to the following questions and hypotheses:

1) Korean learners’ L1 transfer interrupts L2 acquisition of the Korean passive voice.
2) What kinds of strategies hinder the acquisition of grammatical knowledge?
3) Does L1 play a role in the relationship between grammaticality judgments and passive voice acquisition?

These findings will establish whether such a transfer indeed affects Chinese Korean language learners. As a result, Korean instructors who are searching for useful teaching methods and investigating learners' knowledge can receive meaningful suggestions. In addition, critical grammatical components need to be included in learners’ knowledge.

References
ON THE RELATIONSHIP BETWEEN METACOGNITIVE READING STRATEGIES IN L1 AND L2

MARTA KOPCIKOVA
University of Presov; Slovakia

Keywords: metacognitive reading strategies, reading comprehension, metalinguistic knowledge, EFL, university students

The presentation deals with metalinguistic knowledge as a part of the more general concept of metacognition with the stress put on the conscious reflection on language and the ability to intentionally monitor linguistic processing. More specifically, we focus on selected metalinguistic aspects that are linked to reading comprehension, such as making predictions and forming hypotheses, monitoring, self-correcting, understanding multiple meanings words, etc.

In relation to that, the presentation tries to clarify the relationship between metalinguistic knowledge in L1 and L2. Theories imply and various studies confirm that certain aspects of metacognition transfer between two languages. In that regard, we introduce the survey that was conducted in order to find out what university students’ beliefs about their metacognitive reading strategies in L1 and L2 are. The aim was to determine if their perception of metacognitive use correlates with actual score in reading comprehension tasks, taking into account the premise that metacognitive reading strategies distinguish between lower and higher proficiency readers. Finally, we discuss the relationship between metacognitive reading strategies in L1 and L2 in the context of the research.

References


FAMILIAL RISK OF DYSLEXIA AND PHONOLOGICAL AWARENESS IN POLISH FIRST GRADE PUPILS

GRAŻYNA KRASOWICZ-KUPIS* & KATARZYNA WIEJAK**
Institute of Psychology, Maria Curie-Skłodowska University, Lublin*
Educational Research Institute, Warsaw***; Poland

Keywords: familial risk of dyslexia, phonological abilities, phonological awareness, parental self-report

From the perspective of dyslexia, familial risk is the issue most researched worldwide (Van Bergen et. al. 2012). Results of many studies conducted in Europe, the U.S. and Australia show that children who have a close family member with dyslexia are at greater risk of this disorder than children in the control groups (Gallagher, Frith, Snowling, 2000; Torppa et. al. 2011). This conclusion is backed up by the results of research on genetic etiology of the learning disorders. The familial risk has been studied in Poland by Krasowicz-Kupis and co-workers (2015). In the presented study on Polish 1st grade students, the “Adult Reading History Questionnaire” by Pennington & Lefly (2000) in Polish adaptation (ARHQ-PL) was used (Bogdanowicz et. al. 2015). The connections between the familial risk and the level of phonological abilities and phonological awareness were analysed.

The study covered 513 children, including their parents, from randomly selected primary schools. According to the ARHQ-PL assumptions, the children’s parents were divided into groups taking into account the familial risk level. Children were individually assessed for reading, spelling, phonological abilities, naming speed, phonological memory, vocabulary level and selective attention.

Inter-group comparisons were performed based on the analysed variables for the groups of children whose parents had critical results in ARHQ. The comparisons identified high risk or lack of risk of dyslexia. Results show that there is a significant connection between the risk group membership and the level of the majority of assessed phonological abilities. More significant relationships were determined for the familial risk of dyslexia observed for mothers. The studies confirm the diagnostic accuracy of the familial dyslexia risk ratio determined using the ARHQ-PL questionnaire for reading and for the majority of the phonological abilities strictly connected with reading.

References


WHAT THE DEVELOPMENTAL LINGUISTICS CAN OFFER TO L1 EDUCATION

LUDMILA LIPTAKOVA
University of Presov, Faculty of Education, Slovakia

Keywords: developmental linguistics, L1 education, Slovak speaking children, word formation, implicit and explicit linguistic knowledge

The presentation focuses on defining the relationship between developmental linguistics and L1 education. We consider both theories and empirical research in developmental linguistics an important theoretical basis for L1 education, especially in pre-school and junior school aged children. The examples of research on child’s language in Slovak speaking children are used to clarify the possibilities of transforming the findings in developmental linguistics into the curriculum and process of language learning/teaching.

The starting point is the interactive developmental theory, which stresses the interaction between nature and nurture in language acquisition (e.g. Owens, 2008; Sternberg, 2002), and the educational theory of dynamic interactions of implicit and explicit knowledge in language learning (Ellis, 2008). According to this theoretical approach, a balanced curriculum in L1 education should be based on the dynamic interaction of implicit language acquisition and explicit language learning.

For example, our research of children’s word-formation in Slovak (Liptakova & Vuznakova, 2009) proved that children have implicit word formation knowledge at disposal, based on which they spontaneously make derived or compound nonce-words. In L1 learning/teaching, the implicit knowledge of word formation process can be followed up with the formation of explicit knowledge about word formation relations and rules. This explicit word formation knowledge helps children improve the quality of vocabulary as well as the level of text comprehension, where word formation presents an important means for text cohesion and coherence (Liptakova, 2013).

The use of dynamic interactions of implicit and explicit linguistic knowledge in L1 education is thus the way for developmental linguistic knowledge base to positively influence the results of language learning. The presentation is based both on the analysis of theoretical sources and the empirical findings of qualitative linguistic research.

References

THE ROLE OF REMEMBERING METALINGUISTIC CONCEPTS IN STUDENT DISCUSSIONS ON GRAMMAR

JENNI MARJOKORPI
University of Helsinki, Finland

Keywords: grammar, metalinguistic concepts, remembering, student conceptions

While traditional L1 grammar instruction has emphasized remembering grammatical terminology, the currently promoted teaching methods connect effective grammar instruction with reading and writing (e.g. Myhill, Jones, Lines & Watson, 2012). In Krathwohl’s (2002) taxonomy of educational objectives, remembering is the first and simplest level of cognitive processes, followed by more complex skills such as applying, analysing, and evaluating. But what happens to using grammatical knowledge in analysing texts if a learner forgets the name of a concept? This qualitative study focuses on the problems of remembering and forgetting grammatical concepts in discussions of students at the end of their comprehensive education.

In the data of this study, small groups of ninth-graders (N=37) perform a linguistic analysis task, which requires applying all grammatical content learned during their education. Using content analysis, I examine the role of remembering in the students’ grammatical knowledge and the ways it is discussed. Another research question is how the students analyse language structures and their functions if they have forgotten the relevant concepts.

The data suggest that remembering grammatical concepts has a fundamental role in students’ perceptions of grammar. Therefore the frequent problem of forgetting or confusing the terms often causes insecurity and hinders metalinguistic discussion. However, the students are often also able to replace the missing metalinguistic term with an everyday concept. In addition, forgetting is used as a justification for proceeding quickly from a problematic task. Utilizing mnemonics mostly remains unsuccessful.

The findings raise questions about the methods of L1 grammar teaching and the role of remembering in it. In order to meet the curricular demands, the students should proceed from mere memorizing towards more complex cognitive processes. On the other hand, the importance of grammatical vocabulary in metalinguistic awareness should not be underestimated.

References


THE ROLE OF LANGUAGE "INPUT" (GRAMMAR AND LEXIS) IN TEACHING / LEARNING POLISH AS A HERITAGE LANGUAGE

BERNADETA NIESPOREK-SZAMBURSKA
University of Silesia, Katowice' Poland

Keywords: Polish as heritage language, grammar, vocabulary, language competence, language skills, students of the Polish diaspora

The aim of the study is to present and describe the need to introduce grammar and expand vocabulary (in cognitive terms) in teaching / learning Polish as inherited (Polish as inherited - understood as a Polish language functioning outside of Poland, i.e. in an environment in which the official communication system there is another language code, mainly used in the home environment, as well as an identity medium that provides access to Polish culture).

Based on her own experience in teaching students of Polish diaspora and on the basis of literature, the author discusses the specificity of teaching Polish as inherited and presents the factors determining his learning:

— Language competence of students from polish diaspora,
— Students’ educational experiences,
— Students’ language needs.

A student of the Polish diaspora has a good command of the vocabulary he uses frequently, but he has a lack of abstract lexis and he has considerable gaps in grammatical competence. The author continues to present the path of developing the language skills of a Polish student, especially her pragmatic (functional) competence. She also points to optimal methods, techniques for integrating language competences and materials for introducing and perpetuating grammatical structures in the situation of teaching Polish as a heritage language.

The author also gives examples of such techniques and materials. She uses texts adapted to the needs, to the level of language skills, interests and cognitive abilities of students (at a certain age), referring to methods combining learning about grammar with literary texts (using the correlated method). For a Polish student, his or her identity is an important source of motivation to learn. Educational classes taking into account the linguistic component and based on literary texts respond to such a need and familiarize with Polish culture the user with the language inherited.

References


Lipińska, Ewa & Seretny, A. 2013. Integrowanie kompetencji lingwistycznych w glottodydaktyce [Integrating linguistic competences in glottodidactics]. Kraków.

Żydek-Bednarczuk, Urszula. 2002. Sprawność językowa we współczesnej edukacji polonistycznej [Language skills in contemporary Polish language education]. In Helena Synowiec (ed.), W kręgu zagadnień dydaktyki języka i literatury polskiej [In the field of didactics of Polish language and literature], Katowice.
UNDERSTANDING POLISH LANGUAGE IN THE MATHEMATICS CLASSROOM – PERSPECTIVE OF POLISH STUDENTS (PS) AND POLISH LANGUAGE LEARNERS (PLL)

MALGORZATA PAMULA-BEHRENS
Migrant Education and Integration Research Center, Pedagogical University of Cracow; Poland

Keywords: Polish Language Learners, language of schooling, academic language, mathematics

Maths is considered to be a universal language. For that reason non-experienced teachers think that maths is less language-dependent compare to other subjects and therefore should be easier learn than other subjects for Polish Language Learners. In reality it is a difficult experience. Students with migration background may have maths skills but very often they lack the language to progress in this discipline. During maths classes, they have to solve the problems but before they do it they must be able to understand the language in the problem. Teachers in the classroom use mathematical language. This language of instruction is not every day language, it is language of schooling (Cummins, 1979, 1986; Schleppegrell, 2004, 2016). Reading and understanding math texts is challenging for all students but for Polish Language Learners it could be even more difficult and frustrating (Millon-Fauré, 2017). In this presentation we would like to discuss and compare the problem of cultural and linguistic differences between Polish Students and Polish Language Learners in the Mathematics Classroom. Semantic, syntactic problems, as well as problems with text analyses and understanding will be presented.

References

Schleppegrell, Mary J. 2016. Content-based language teaching with functional grammar in the elementary school. Language Teaching, 49(1), 116-128. doi:10.1017/S0261444814000093
E-EXAM – PROS AND CONS

HELIN PUKSAND
University of Tartu; Estonia

Keywords: L1, e-assessment, national exam

Electronic technology is developing very quickly, therefore, it is normal that assessment of learning is conducted on computers. E-assessment is the end-to-end electronic assessment process where ICT is used for the presentation of assessment activity and the recording of responses (JISC 2006). E-assessment can be used for any assessment-related activity, be that summative, formative or diagnostic (Jordan, 2013).

Estonian students must take three obligatory national examinations for graduating upper secondary school. National examinations are held once a year in spring on the same day everywhere in Estonia. Estonia started developing the e-exam in 2015. We need to be aware of the advantages and disadvantages of the e-exam. A computer-based exam allows more interactive and engaging item types (Jordan, 2013; Kyllonen, 2009) but if large numbers of students take an assessment simultaneously, issues of scale must be addressed, such as network and server congestion, fluctuations in speed, and possible disruptions in service (Kyllonen, 2009), and we must also take into account the possibility of cheating (Dawson, 2016).

In the spring of 2017 a writing task of an e-exam was tested. 674 students completed the writing task of the e-exam and filled a questionnaire after completing the writing test. The paper examines the relationship between the writing task and the questionnaire responses.

References


GRAMMAR WITH POETRY – ROLE OF LINGUISTICS IN LITERATURE EDUCATION

KAISU RÄTYÄ
University of Tampere; Finland

Keywords: teaching grammar, poetry, metalinguistic knowledge, literature education

The idea of making meaning in grammar education and contextual grammar teaching or grammar in context have been presented in the recent research (Weaver 1996; Myhill, Lines & Watson 2012). The Exeter approach (Myhill, 2018) emphasises the meaning of authentic texts when teaching grammar. This presentation ponders on how poetry can be used in teaching grammar and vice versa.

The background for the research is in the preliminary setting in teacher education. The class teacher students were analysing poems with focus in grammatical choices and how the poets create meanings with their word choices or syntactical structures. Research focus is twofold: how poems can be used in grammar teaching and how metalinguistic knowledge can be used in literature education.

In the research, preliminary experiments with poems where done in three cycles: 1) short poems were used for examining class teacher students metalinguistic skills and 2) exercises were revisited with L1 teacher students. 3) A new version of exercise was conducted with class teacher students. These versions of exercises with different poems revealed a problem in the exercise instructions.

The notions of how poets used different word classes to highlight the theme or atmosphere were noticed by several students but the multiple meanings or interpretations of the words created problems for students. The discussion of the borders between the word classes is important, especially when discussing poems which use a great deal of symbols, metaphors and figures. This presentation discusses also the interpretations which were made when students discussed the sentence constituents.

References


LINGUISTIC THEORY AND L1 GRAMMAR EDUCATION: A HAPPY MARRIAGE?

JIMMY VAN RIJT* & PETER-ARNO COPPEN**
Fontys University of Applied Sciences, Sittard*, Radboud University, Nijmegen**; The Netherlands

Keywords: grammar teaching, linguistic concepts, theoretical linguistics, secondary education, systematic literature review

Teaching grammar has always constituted a major part of language education in curricula around the world, although it has also been heavily debated. Most of the debate on grammar teaching focused on the rationales for teaching it, rather than on the linguistic content that should be taught (Coppen, 2011; Myhill, 2000, Ribas, Fontich & Guasch, 2014).

At the same time, there appears to be a renewed interest in restoring the bond between linguistic theory and grammar education (cf. Van Rijt & Coppen, 2017). In light of this renewed interest, previous research has suggested that it would be highly desirable to gain a clearer picture of this content. Which concepts are being discussed in the literature on grammar education, and to what extent are these compatible with concepts from modern linguistics, i.e. is the literature on grammar teaching up-to-date? In this presentation, we will discuss the results of a systematic literature review that was the first to dive into these questions. Among other things, results indicate that most of the concepts that are being mentioned in the literature on grammar teaching are not related to modern linguistic theory. It can consequently be concluded that education on linguistic analysis is not up-to-date, which potentially has severe pedagogical consequences: implementing insights from modern linguistics is likely to provide students with deeper insights, and teachers with a better equipped pedagogy (Hudson, 2004, 2010). In this presentation, we will discuss the approach that we took in conducting the review study, shed light on its major findings and discuss the value of using linguistic concepts in grammar teaching based on a concrete example.

References

L1 GRAMMAR TEACHING IN THE NETHERLANDS: TEACHER BELIEFS ON GRAMMATICAL CONCEPTS AND REFLECTIVE THINKING

JIMMY VAN RIJT*, ASTRID WIJNANDS** & PETER-ARNO COPPEN***
Fontys University of Applied Sciences, Sittard*
University of Applied Sciences, Utrecht**
Radboud University Nijmegen* ** ***; The Netherlands

Keywords: L1 grammar teaching, reflective judgement, linguistic concepts, teacher beliefs, Dutch language classrooms

The last couple of years, there appears to be a strong international interest in strengthening the bond between linguistics and grammar education (e.g. Hudson, 2010; Van Rijt & Coppen, 2017). This interest focuses on two important aspects that are believed to be of importance in grammar teaching: the linguistic content that should inform language curricula, and the reflective attitude that accompanies this content (cf. Ribas, Fontich & Guasch, 2014).

In The Netherlands, a similar interest can be observed, in which language skills should be based on knowledge and reflective or critical thinking, rather than on superficial rules-of-thumb (Manifest Nederlands op School, 2016). These rules-of-thumb are, however, exactly what characterizes current grammar teaching in (Dutch) classrooms: teaching grammar boils down to parsing isolated sentences based on poorly understood rules-of-thumb, and is therefore subject to great criticism (Coppen, 2009). The question is what is needed to shift Dutch grammar teaching from its traditional orientation to an orientation that focuses on applying linguistic knowledge (a) and its corresponding reflective thinking (b).

In our presentation, we will shed light on the teacher beliefs of Dutch language teachers with regard to (a) and (b), which we deduced by conducting a questionnaire (n=110) and an analysis of two current school methods. Among other things, we will show that regarding (a), most of the teachers report a limited subject knowledge when it comes to linguistic concepts. Additionally, most teachers consider themselves to be either quasi-reflective or reflective in terms of the King & Kitchener (1994) model of Reflective Judgement (b), which seems to align with the ideals promoted in the literature on grammar teaching. In our talk, we will also discuss future prospects for (research into) this type of grammar teaching.

References

TEACHING GRAMMAR IN YEAR NINE PORTUGUESE TEXTBOOKS:
THE CASE OF GRAMMAR WRITTEN TEXT

ISABEL SEBASTIÃO
Faculdade de Letras da Universidade do Porto; Portugal

Keywords: Learning of Writing, Portuguese textbooks, grammar of written text

The Learning of Writing has been affected by grammar teaching strategies that do not exploit the articulation between the functioning of the language and the competence of writing (as well as reading and speaking) (Silva, 2008).

The main objective of this presentation aims at understanding how the Portuguese textbooks present the necessary grammar for learning to write argumentative text. Thus, the intent is to discuss the role of grammar in the Portuguese textbooks (Silva, 2008) in the teaching of argumentative writing and to explore the strategies present in these textbooks as activities of discovery and application of knowledge based on students’ knowledge by Year 9 of the compulsory education. The Learning of Writing intersects with the domain of grammar since the text materializes itself in the linguistic contents (Sebastião, 2017).

As a methodology of analysis, a qualitative analysis is used, with a formal and descriptive character, but also analysis is used to extract relevant meaning in the didactic, linguistic and pedagogical perspectives. In order to better understand the context and didactic conditions of the activities, it is possible to compare the activities proposed in the textbooks to the National Portuguese Curriculum to understand the contents that the students must acquire.

With respect to some results obtained, one can verify that the discursive-textual distinctive features of the argumentative genres and the grammatical contents offered to the student are quite reduced, repetitive and there is no evolution throughout the textbook.

References


FUTURE TEACHERS’ CONTENT KNOWLEDGE ON GRAMMAR: IMPLICATIONS FOR TEACHER TRAINING

CRISTINA VIEIRA DA SILVA* & ISABEL SEBASTÃO**
High School of Education Paula Frassinetti/University of Minho*, University of Porto**; Portugal

Keywords: knowledge content, grammar, word classes, preservice teacher education; teacher training.

Grammar education as contemplated in the official curriculum documents for schools has been identified (Silva & Pereira 2017) as a challenging area for Portuguese Primary and Middle school teachers. Our experience as teacher trainers in these levels has shown that, at the entrance to their Higher Education courses, the gaps that these students reveal in their content knowledge on grammar are indeed an important factor that must be taken into account and tackled. Considering Shulman’s (1987) model, adapted by Grossman (1990), the main purpose of this paper is to present and analyze these students’ (future Primary and Middle school teachers) knowledge as far as one particular important dimension of their ongoing professional knowledge, that is, content knowledge on grammar. We present and analyze the results of a diagnostic test used in the initial class of a first year course unit to assess undergraduate students’ (n=205) knowledge on a particular grammatical content, after twelve years of compulsory schooling. The assessment focuses specifically on word classes or parts of speech, since this is, according to the official curriculum guidelines, a basic grammatical content. Furthermore, in order to correctly identify word classes, one has to master several areas of grammar (such as morphology, syntax or semantics), thus providing us an opportunity to assess more holistic and reflexive skills instead of the mere ability to memorize word lists. Our data indicates that, although the rate of correct answers is above average, there is still a large amount of future teachers that do not reveal basic grammatical knowledge, having difficulty in distinguishing between determinants and pronouns, adjectives and nouns, and relative pronouns and conjunctions, for instance. The recognition of prior knowledge that students bring to the learning context, which may be facilitating or dysfunctional for the learning task, is particularly important in identifying student-activated strategies and their prior conceptions (Campbell & Campbell, 2009). In the case of these students, we have identified several misunderstandings and errors of application of prior knowledge (e.g. students incorrectly classify the noun beauty in "What a beauty!" as an adjective “because it characterizes a situation” or “qualifies something”).

An analysis of the justifications that these students present reveals that a considerable number of them do not dominate neither the necessary metalanguage nor the ability to apply the grammatical knowledge they have for the purpose of consolidating other grammatical concepts. Although content knowledge about grammatical content is not, by itself, sufficient, it is crucial in the ongoing process of composing the professional knowledge of a language teacher. Hence the need to acknowledge and deconstruct, by making future teachers aware of their origin, the misconceptions and gaps behind these difficulties.

References


PHONETIC ASPECTS IN L1 TEACHING IN THE CZECH REPUBLIC

STANISLAV ŠTĚPÁNÍK & JANA VLČKOVA
Faculty of Education, Charles University in Prague; Czech Republic

Keywords: phonetics; teaching; L1; Czech

The presentation will summarize the results of a research into phonetics teaching in the Czech Republic that we carried out in spring 2017. The research sample consisted of 148 teachers from across the Czech Republic: 56 primary teachers, 66 lower-secondary school teachers, and 26 upper-secondary school teachers. Through the method of a questionnaire various aspects of teaching phonetics were researched: time allocation for phonetics teaching, the methods and forms of work used, the outcomes expected by the teachers, the content taught, the resources used in lessons, etc.

The findings of the research indicate that teaching phonetic aspects is not attributed with such importance as it should be. At lower educational levels it is treated rather “intuitively”, the higher the level is, the more theoretical the teaching gets. The study widely elaborates both the possibilities and limits of phonetics in L1 teaching.

References

Čechová, Marie & Styblík, Vlastimil. 1998. Čeština a její vyučování [Czech and its teaching]. Praha: SPN.
USE OF THE METHOD OCCASIONAL EXERCISE EFFICIENCY
IN TEACHING L1 AND L2

MARTA SZYMAŃSKA
Pedagogical University of Cracow; Poland

Keywords: teaching methods, academic language, language of schooling

In recent years, in Poland, the number of students with migration background (Polish Language Learners) is increasing. In this situation, it is necessary to develop new methods and materials to help teachers create teaching process. To help students succeed in education.

The aim of presentation is to share the results of the pilot study: use of the method occasional exercise efficiency in teaching L1 and L2 in multicultural classes. Research was conducted in elementary schools in Cracow, which have students with migration background (SMB).

The study on the use of the method occasional exercise efficiency (Dyduchowa, 1985) in teaching L1 and L2 in multicultural classes was the part of testing materials for teaching students with migration background “In Polish School” (Pamuła-Behrens, Szymańska, 2017). These materials are an example of the use of the method JES-PL® (Pamuła-Behrens, Szymańska, 2017). The important part of the method is Dyduchowa proposition. The method also based on building a scaffold in teaching language (Gibbons, 2002; W. W. W. 1989) and developing an academic language in school classes (Cummins 1991, Schleppegrell, 2010, Zwiers, 2014).

At the time of building the teaching concept, doubts regarding the method occasional exercise efficiency were taken into account (Kłakówna, 2005).

References


Pamuła-Behrens, Małgorzata & Marta Szymańska. 2017. „W polskiej szkole”. Materiały do pracy z uczniami z doświadczeniem migracji ["In Polish school". Materials for working with students with migration experience]. http://fundacjareja.eu/w-polskiej-szkole/


FROM PRESCRIPTIVE TO DESCRIPTIVE GRAMMAR. REFERENCE GRAMMARS IN THE CLASSROOM TO STIMULATE THE DEVELOPMENT OF REFLECTIVE THINKING

ASTRID WIJNANDS
Radboud Universiteit, Hogeschool Utrecht; the Netherlands

Keywords: reflective thinking, reference grammars, linguistic awareness, language intuitions, secondary education

In the 16th to the 18th century, the use of Latin in religion, literature and science diminished in Western Europe, but a comparable vernacular language that could be used in these domains did not yet exist. Hence, reference grammars were written in which the language rules were prescribed and the prescriptive norm was constructed. At the end of the 19th century, Structuralism changed the focus from the prescriptive norm towards language reality and the language intuitions of individual speakers. As a result grammars became more descriptive.

However, in L1 grammar education the focus on the prescriptive norm mostly remained, at least in the Netherlands. Language reality is kept outside the classroom and students do not learn how to relate their own thoughts and intuitions about language with the language reality and the prescriptive language rules.

In this presentation, I will show how we can stimulate the development of a reflective linguistic attitude from prescriptive grammar to descriptive grammar towards language in education by using reference grammars (e.g. Haeseryn et al., 1997 and Quirk et al., 1985). Reference grammars are particularly useful for this, because they contain a wide variety of language use examples. By using reference grammars students can learn how to analyze language from the three perspectives: their own language intuitions, language reality and the prescriptive norm. This enables them to develop a more critical and reflective attitude towards language, thus enhancing their linguistic awareness (Fontich, 2014). To achieve this, a more reflective pedagogical approach of language is necessary (Camps, 2014). I discuss an approach based on the three stages of reflective thinking by King & Kitchener (1994).

References

1 – Venue
University of Białystok, Plac Niezależnego Zrzeszenia Studentów, room: 47

2 – Lunch
Restauracja Kwestia Czasu, Plac Niezależnego Zrzeszenia Studentów

3 – Dinner
Restauracja Monte Carlo, Rynek Kościuszki 11