

# Language Skills: Working with Text and around Text

## Book of Abstracts

### PLENARY SESSIONS

Maria Dakowska  
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#### **In search of principles of task design for reading**

This presentation systematizes the following three sources of orientation for task design in developing reading comprehension in English as a foreign language, ordered from the most global to the most specific:

- a) Verbal communication as a universal phenomenon organizing our understanding of language use (interacting agents and their whole-person involvement, the flow and purpose of the interaction, its constructive and strategic nature, knowledge, skill and discourse in language use);
- b) Reading comprehension, i.e. verbal communication in writing viewed from the perspective of the addressee, with focus on the psycholinguistic processes involved in reading (the goal and stages of reading comprehension, its dynamic nature, especially with regards to computing meaning, focus on content versus focus on form, pervasiveness of inferencing, the role of resources activated for the task, i.e. knowledge, skill, discourse, specific needs of the language learner);
- c) Adjustment strategies in task design for reading, relevant from the point of view of the language learner; the relational nature of language tasks, following the creed that cognition is recognition, controlled and automatic processing and their significance in developing the skill of reading, focus on memory processes and memory structures, functions of pre-reading, reading and follow-up; didactic options in pre-reading, reading and follow-up activities.

The goal of this presentation is to integrate these sources of information into a coherent framework which can be used for deriving rational/professional principles of task design in reading comprehension for Polish learners of English, as well as for outlining options of various activities following from these principles.

Andrzej Łyda  
University of Silesia

#### **Emotion talk and style in (the translation of) popular science articles**

Paul Meara  
Swansea University

### **Texts as vocabulary networks**

This paper shows how methodologies developed for research in bibliometrics can be used to throw light on some interesting properties of texts. A lot of the research on text has put considerable emphasis on linear connections between words, or looked at relatively narrow contextual windows for words. The bibliometric approaches illustrated in this paper take a somewhat different approach that focuses on the whole text, rather than its smaller parts. They allow us to build network representations of texts, rather than linear representations. These networks have some interesting properties that point to some serious problems with how we model the way people interact with texts to learn new vocabulary.

Mirosław Pawlak  
Adam Mickiewicz University, Kalisz  
State University of Applied Sciences, Konin

### **Assessment of language learners' spoken texts: Overview of key issues**

Since speaking is perceived by many as the key manifestation of ability in a foreign language, it is not surprising that learners are required to engage in different types of oral language production in the classroom, with the spoken texts they produce coming in all shapes and sizes, from monologues to dialogues, from monitored to spontaneous production, as well as from one-word responses to longer contributions to the ongoing interaction. Whatever the context and educational level, it is clearly necessary to assess spoken language and this should happen not only during oral interviews in the course of formal examinations, but also in regular classrooms, even though this inevitably poses a considerable challenge. Such evaluation, however, brings with it a number of challenges, particularly with respect to how it should be conducted and what criteria should be applied, taking into account the specificity of a particular class, course or program. The aim of the present paper is to provide an overview of the crucial issues related to the assessment of learners' spoken discourse, grounded in both theory and research findings, with a view to offering a handful of useful recommendations for pedagogy, on the one hand, and considering how attainment can best be operationalized in empirical studies.

Scott Thornbury  
The New School, New York

### **Working with text and from text: a text-based approach**

All language in use exists as text. It follows that, to teach language for use, we should focus on texts – not just as the end-point, but as the starting point. What, then, would a text-based approach look like – at the level of both curriculum design and individual lessons? What theories of language might underpin it? And what kinds of activity would

characterize it? In this talk, I shall attempt to address each of these questions, as well as looking at the implications for teacher education.

Steve Walsh  
Newcastle University

### **Applying corpus linguistics and conversation analysis in the investigation of small group teaching in higher education**

In this paper, I consider how a combined corpus linguistics and conversation analysis methodology can reveal new insights into the relationship between interaction patterns, language use and learning. The focus of this paper is higher education small group teaching sessions and data are drawn from a one million word corpus, the Limerick-Belfast Corpus of Academic Spoken English (LI-BEL CASE). By using a combination of corpus linguistics (CL) and an applied conversation analysis (CA) approach in which quantitative findings are elaborated by more close-up qualitative analysis of sequences of interaction, we are able to discover patterns and relationships between spoken communication and learning which each methodology on its own would be unable to uncover. Using a combined CL and CA approach enables us to consider more closely the relationships between, for example, interaction patterns and lexical chunks and to evaluate the extent to which 'space for learning' might be opened up or closed down. I propose that awareness among practitioners of these relationships would help facilitate the creation of more adequate interactional 'spaces for learning' in small group teaching in higher education. Finally, I offer an evaluation of a combined CL and CA methodology and consider its applications in other research settings.

## **PARALLEL SESSIONS**

Hamad Aldosari  
King Khalid University, Saudi Arabia

### **Effects of task-based curricular provisions in e-learning environments: an exploratory study**

Regardless of the immense potentials of e-learning technologies in task-based language teaching (TBLT), there is paucity in research that examined the effects of technology-enhanced TBLT curricular provisions in e-learning environments on language growth, particularly among college level learners. This study addresses this need by reporting the impact of some selected technology-enhanced TBLT curricular provisions in the English language programme on Saudi college students' English as a Foreign Language (EFL) learning using a Non-equivalent Groups Design. A total of 231 8<sup>th</sup> level students participated in the study. Students' development in their English achievement was measured utilising pre-and-post-tests before and after the intervention. A descriptive analysis was first conducted after completion of data collection, followed by a t-test to

measure the effect of the intervention. Results indicate that EFL college students who received the intervention progressed much more efficiently in overall language proficiency than those who did not receive the treatment. The study points to the immense potential of implementing technology-enhanced TBLT at the curricular level in the e-learning environment of Blackboard®.

Paul Brocklebank  
Tokyo University of Technology

### **The stylistics of The Spectator: a new approach**

This paper details the results of a corpus-based stylistic analysis of Joseph Addison's early eighteenth-century contributions to *The Spectator*. Addison's essays are compared with a reference corpus consisting of periodical essays by Jonathan Swift and Samuel Johnson. Using WordSmith Tools 5 keywords, semantic groupings of keywords, and key collocations of keywords in Addison's essays are identified. For keywords, both function words (for example, prepositions such as 'in' and 'upon'), and content words, often referring to literary discussion ('reader', 'poem'), distinguish *The Spectator* essays from those of Swift and Johnson. In addition, further patterns in the data are identified through a phraseological analysis of the essays focusing on the most common four-word clusters (4-grams) in the Addison corpus. The four linking adverbial clusters 'at the same time', 'and by that means', 'in the next place' and 'in the last place' are shown to be indicative of his style. It is argued that as well as revealing the main themes of the essays, a keyword analysis brings to the fore grammatical aspects of Addison's sentence patterns and thus provides a solid empirical foundation for a description of his style. The paper ends with a discussion of matters that the investigator should be mindful of when employing this corpus-based methodology, especially when applying it to a comparison of texts from earlier stages of English.

Agnieszka Bryła-Cruz  
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### **BBC in CBI – authentic podcasts as linguistic and cognitive resource for advanced learners**

Language learning has been recognized as one of the areas likely to benefit from developments in podcasting (Kukulka-Hulme, 2006). The paper argues that authentic podcasts constitute a useful resource to implement a truly integrated approach to foreign language teaching. Apart from developing receptive and productive skills, they expand learners' knowledge related to a particular content and empower them to become motivated and independent outside the classroom. The author provides numerous examples of authentic podcasts adapted to classroom use with advanced students of English. It is presented how the audio material is exploited to enhance listening skills, expand vocabulary, provide opportunities to focus on grammar and pronunciation as well as notice discourse organization. It is further shown that properly selected podcasts

can also equip learners with specific knowledge (ranging from current events, social matters to psychology and 'mildly' scientific issues). The multisided analysis is carried out on the basis of authentic BBC podcasts (*Thinking Allowed, Thought for the Day, Four Thought*) as well as *Ted Talks, Scientific American, The Naked Scientist, American Storyteller*).

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Halina Chodkiewicz

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### **Why are some texts interesting while others are not? An EFL teacher's perspective.**

The presentation sets out to provide and organize argumentation around the concept of 'interest' as a critical factor in reading and learning performance. It is claimed that a recommendation that EFL specialists offer interesting texts to work on assumes a simplistic view of the problem. Too often is the concept of interest used in EFL contexts indiscriminately, while its adequate theory is needed. Bernhardt's (2005; 2010) compensatory model of L2 reading posits that whereas 50 per cent variance in readers' performance is explained by L1 literacy and L2 language knowledge, the unexplained variance comprises many other factors including interest. In fact, the role played by such factors as genre/text features, background/domain knowledge, strategies, engagement or motivation cannot be fully described without accounting for their relationship to interest. Understanding how all these factors function and are interrelated is essential for providing a comprehensive explanation of L2 text processing.

The present paper will focus on selected conceptualizations of interest mainly rooted in the field of cognitive and educational psychology so as to explore the complexity of the construct. Also, attempts at developing ways of assessing different dimensions of interest as predictors of L2 reading will be discussed (Brantmaier, 2006). Finally, major implications of recent theoretical and empirical findings for better understanding of interest related issues in L2 learning and teaching will be indicated.

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Iwona Dronia  
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### **Criteria for text selection. The application of readability index in adapting and creating academic texts**

The paper touches the problem of incomprehensibility of academic texts (academic writing reference books) that many students of English admit to suffer from. It also analyses some of the criteria (e.g. genre, lexical-grammatical difficulty and "reader-friendliness") that should be taken into account while selecting appropriate materials/reference books to be used during the course of academic writing. Particular attention is also paid here to such aspects as coherence and sentence connection, as, according to the results of the research conducted by the author of this paper, many learners find problematic, especially while writing their own theses. The paper additionally presents the data collected by means of unstructured interviews carried out among English philology students as well as the outcomes of Gunning Fog Index checking the readability level of differentiated academic writing-oriented resource books.

Melanie Ellis  
Foreign Language Teacher Training College, Zabrze

### **"We're going to talk about danger and risk": an investigation of how English teachers structure lessons**

Working from discourse analysis of transcripts of English lessons from lower secondary schools in Poland this paper examines the ways teachers structure lessons. "Structuring" (Creemers & Kyriakides, 2008), is understood as how the teacher explains the focus, or aim of the lesson and activities; shows how different activities in the lesson relate to each other; links the material with previous lessons or topics, or indicates to learners how the material being taught will be relevant in the future. Structuring has been found to be one of eight observable factors associated with effectiveness in instruction (Kyriakides & Creemers 2008, p.189). It can also be argued that structuring helps learners understand the goals set to be achieved in a lesson, which in turn may enhance their motivation (Oxford & Shearin, 1994:19). As low motivation is commonly associated with teenage learners in compulsory language lessons in state schools, closer examination of structuring has potential for use in teacher education.

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### **Learner perception of academic register at the undergraduate level**

Fluent control of a wide spectrum of institutional registers is one of the major determinants of students' academic success at the undergraduate level (Biber 2006; Biber et al 2002). Mastering the written variety of academic language is of particular importance as it allows students to produce intelligible, appropriate and relevant academic texts. Recent studies into non-native EAP discourse have provided extensive evidence that novice writers display a limited awareness of the linguistic and rhetorical features of academic prose (Chen and Baker 2010; Cortes 2002; Gilquin and Paquot 2007, 2008; Granger 1998; Hinkel 2002; Howarth 1996, 1998; Lorentz 1999; Paquot 2010). Using research data drawn from two distinct tertiary educational settings, this paper investigates the development of the students' notion of academic register in the course of a year-long EAP instruction. 90 undergraduate students enrolled in an academic reading course at two different Polish universities are interviewed at three points during the instructional period (at the onset, in the middle and at the end of the course). The interviews focus on the participants' overall understanding of the idiosyncratic nature of EAP as well as the areas of academic register which are perceived as most problematic. The goal of the study is to identify an inventory of features most frequently associated with academic register by the participants as well as to determine the most challenging aspects of academic texts.

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### **Investigating the grammar of formulaic sequences in learner speech**

In recent years formulaic language has become a major issue in applied linguistics and it is a consensus among researchers that its key defining feature is the way it is processed and stored in the language user's mind (Peters 1983; Sinclair 1991; Weinert 1995; Schmitt 2004; Wray and Perkins 2000; Wray 2002, 2008; Wood 2010). Pre-packaged, multiword stretches of formulaic material constitute single lexical choices and are retrieved from memory as "big words" (Ellis, 1996: 11), which are resistant to internal inaccuracy and dysfluency (Wray, 2002; 2004). However, a number of studies into L1 formulaicity have indicated that some types of formulaic sequences are susceptible to internal grammatical modification and are handled compositionally rather than holistically in processing (Cutting and Bock, 1997). Similarly, some studies looking at the grammaticality of formulaic strings in learner language have provided evidence of errors occurring within a wide range of different types of formulas (Yorio, 1989; Nesselhauf 2005; Prodromou 2008). The primary goal of the present study is to investigate the distribution and nature of errors occurring within learner formulaic sequences. The analysis draws on two sources of data: an 11,000-word dataset consisting of monologic speeches delivered in English by fifty-three Polish academic students and the spoken component of the PLEC learner corpus - PELCRA, which consists of 200,000 words and is made up of recorded interviews with learners of English. In the course of the investigation the proportion of erroneous formulaic sequences in the data is established and an attempt is made at determining the sources of deviation from the target form. Finally, we scrutinise more closely the types of most commonly occurring inaccuracies and the types of strings most frequently displaying internal ungrammaticality.

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### **A corpus study of non-canonical *wh*-clefts in spoken English**

*Wh*-clefts have been noted to be a construction typical of spoken language (Biber *et al.* 1999). In fact, in the Corpus of Contemporary American English *wh*-clefts are over 13 times more frequent in spoken than in written language. Beyond these distributional facts, corpus data indicate that spoken and written *wh*-clefts differ in their structure and use. This paper is an examination of these differences with a focus on spoken language. The data considered are *wh*-clefts with the verb *do* – a verb that particularly clearly shows the structural differences between spoken and written *wh*-clefts.

With regard to structure, spoken clefts are marked by non-canonical complementation patterns such as (i) independent main clauses in the position of copular complement, (ii) focus phrases consisting of multiple clauses or sentences, (iii) focus phrases derivable from context, (iv) absence of recognizable focus phrases. They are also marked by syntactic inconsistencies holding between the *wh*-clause and its focus phrase (e.g. tense/aspect mismatches, non-coreferential subject NPs, copula omission, the 'double copula' construction).

In terms of use, the paper points out the formulaic status of the *wh*-clause in *wh*-clefts. The common separation of the *wh*-clause from a single-clause focus phrase means that the *wh*-clause gains some independence, becomes disconnected and thus acts as a pre-packaged chunk. The paper demonstrates that *wh*-clauses with the verb *do* can be used as prefabricated strings in a way similar to the use of chunks such as *what I mean is* or *what I'm saying is*.

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### **The use of citations in research articles written by Polish and English native-speaker writers**

Recently, there has been growing interest in developing Academic Writing in English as a Foreign Language (EFL) by novice scholars who need to publish in international journals. Previous research shows that writers who come from other than Anglo-American cultural regions face many challenges when writing for publication in English because of distinct writing conventions that they follow.

Therefore, the aim of this paper is to present a study comparing citation conventions in research articles written by English native-speakers and Polish writers. For this purpose, a corpus of 40 research articles from the area of applied linguistics was analyzed – 20 written by English native-speakers and 20 by Polish writers – to determine whether or not major citation patterns and tenses are used by them to the same degree and in the same way. The occurrence of citations was analyzed using a corpus linguistics concordance program.

Previous research also shows that texts written according to Slavic conventions are usually less clearly structured and the content prescribed to specific article sections is often spilled to other ones. Hence, the locations of the citations in specific parts of IMRD structure (i.e. Introduction-Method-Result-Discussion) will be compared in the two sub-corpora focusing also on Literature Reviews, the article parts which have not been given much attention in previous studies so far, although they occupy large parts of text space.

The present study has implications for writing in English as a foreign language instruction both for novice scholars and graduate students writing their research papers and theses.

Jowita Jabłońska  
University of Wrocław

### **Legal translation of European Union law**

Jurilinguistics is an interdisciplinary science which is used at all stages of legislation. The paper discusses the issue of legal translation which involves the practical application of both linguistic and legal knowledge. Legal knowledge is absolutely necessary in the process of legal translation and helps to avoid common mistakes. European integration has created a greater need to translate the legal documentation of the European Union. The complex task of the translation of law in the EU is carried out by lawyer-linguists, who are experts highly qualified in both law and language. This paper attempts to identify the main problems in translating European Union legal texts and their consequences for the interpretation of law. In particular, we demonstrate and highlight the need to apply comparative law to translate legal texts with a high degree of accuracy.

Anna Kiszczak  
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### **Assessing the learning potential of study questions accompanying academic texts in EFL settings**

There is no denying that the construction of discipline-specific knowledge in most academic fields is principally based on working with text. Thus, developing a better understanding of the process of academic reading demands an investigation of not only the characteristics of academic texts but also of the tasks designed on their basis stimulating readers' comprehension and knowledge acquisition at different stages of working with such texts. Even though the general role of textbook questions as comprehension stimuli has been described and positively evaluated by researchers representing diverse disciplines (Pizzini, Shepardson and Abell 1992; Jo and Bednarz 2011; Davila and Talanquer 2010), the literature in the area does not provide a comprehensive analysis of how study questions incorporated into academic textbooks influence text processing.

The proposed paper explores the cognitive depth of text-based study questions intended to contribute to the development of inquiry skills and discipline-specific knowledge. The presentation provides the results of an analysis of the end-of-chapter questions appearing in three textbooks used by English Philology students taking courses and seminars in SLA and English Language Didactics. The set of questions chosen for the study has been examined on the basis of two criteria concerning the role and cognitive depth of questions as established by Graesser and Person (1994). Some implications for academic reading instruction in L2/FL contexts will be suggested.

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### **Text as task, event and a rationale for a relational approach to the translation classroom**

A statement that text is a task for translators and translators-to-be seems nothing more but a cliché and a truism. However, if we conceive of the text as a cognitive,

communicative, social and cultural phenomenon, the optics changes. Text becomes more of a process than a product, as all the participants of text-based communicative acts are engaged in the continuous process of textual negotiating of senses. This way of looking at text exhibits opportunities for the translation classroom. Firstly, the text-as-process approach helps refocus the translation classroom dynamics from content (product) onto task (process and product). Secondly, text as a social event – and its translation as a translatorial action – calls for a relational approach to translator education. In times of increasingly credentialist education, students seem to be conceived of by curriculum designers as lists of competences to master rather than as real learners with individual needs. When text is seen as a task, students and teachers can engage in its realization together. This dialogical relation relies on negotiating senses as a way of constructing knowledge. In this way, text fulfils its role of a developmental factor for both students and teachers.

Krzysztof Kotuła  
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### **Creating texts together – collaborative writing in Polish secondary school**

A wide variety of collaborative work is frequently used to develop oral skills in the foreign language classroom. In contrast, the practice of collaborative writing (two or more people working together to produce a document with group responsibility for the end product) has only been cautiously trialled to date. Research into collaborative writing has shown that this pedagogical approach has great potential; it demands reflective thinking, helps learners to focus on grammatical accuracy, lexis and discourse, and it encourages a pooling of knowledge about the language. The development of new tools such as wikis or online text processors greatly enhances the process.

This study investigates Web-based collaborative writing. Twenty-eight Polish students attending two different classes of high school aged 17-18 used a Web-based word processing tool to collaboratively create texts. The purpose of the study is to explore and understand the changing nature of collaborative writing, as it is influenced by Web-based writing contexts. Details of students' writing processes and their perceptions of the collaborative Web-based word processing experience are explored. This study also investigates factors which can influence students' perception of online collaborative writing (sex, age, personality, etc.).

Jarosław Krajka  
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### **Language teachers as corpus designers: increasing target language awareness of prospective language teachers with do-it-yourself corpus research**

Target language awareness, composed of knowledge of language (i.e. language proficiency), knowledge about language (i.e. declarative knowledge of subject matter) and knowledge of students (especially the cognitive knowledge of learners as it relates to

subject matter as well as limitations and frequent errors of particular nationalities), is essential for effective foreign language instruction in any teaching context. Traditionally, non-native speaker teachers have been overburdened by their linguistic handicap of all-pervasive nature, being well aware of their inadequacy as target language models. However, with the current developments in English as an International Language, English as a Lingua Franca and World Englishes, the notion of ideal foreign language teacher has become redefined, with opportunities for non-native speaker teachers to become upgraded to a far better position.

The present paper proposes the procedure of reinforcing target language awareness of non-native speaker teachers with self-made concordancing. The paper will report upon the study in which student teachers compiled their own corpora, produced corpus-based interactive language learning activities and reflected upon the whole experience in learning diaries.

Małgorzata Krzemińska-Adamek  
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### **Revisiting the relationship between vocabulary knowledge and reading – is there a hope for tailor-made reading instruction?**

Reading in a foreign language depends on a number of both non-linguistic and linguistic factors, including the ability to read in the L1, the ability to transfer reading strategies from L1 and L2 and the amount of control over the second language. As regards the linguistic variables affecting the skill of reading, research has shown that readers tend to rely predominantly on word meanings in the process of interpreting text (e.g. Laufer and Sim, 1985). Indeed, extensive research into the relationship between lexical knowledge and comprehension of reading texts confirmed that receptive vocabulary size may be a factor contributing to reading success in an L2 (e.g. Laufer, 1992; Qian 2002), and that the knowledge of 95%-98% of words in a text is a necessary prerequisite for effective reading (e.g. Laufer, 1989; Hu & Nation, 2000).

The aim of the presentation is twofold. First, it sets out to outline key issues concerning the relationship between the skill of reading and receptive vocabulary size of L2 learners, including the nature of the lexical threshold for reading and the influence of the type of text on the threshold requirements. Second, it aims at reporting the outcomes of a study into the relationship of advanced learners' lexical profiles and reading different types of texts. Finally, it will point to some conclusions concerning the feasibility of the idea of adjusting reading texts to the needs and vocabulary knowledge level of L2 learners.

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### **The role of mental models in FL instruction and research**

The presentation will look at expository text models and their usefulness in FL teaching and research. Two more recent approaches will be discussed: the Gernsbacher (1996) model and Britton's grammar of exposition. It will be emphasized that unlike earlier models, such as the Kintsch (1988) model and Meyer's (1975) system, which discuss the connection of text structure with text memory but fail to account for how readers comprehend expository texts, the more recent approaches focus on the construction of comprehension, i.e., they intend to account for mental representations of text as well as describe and explain the processes that are involved in this construction.

The talk will explore Britton's model in more detail. First, its usefulness in reading comprehension studies will be elucidated. As an example, the study conducted by the author of the presentation will be discussed. Then suggestions concerning the use of the model as a teaching technique will be presented. The role of the model in developing foreign language reading and writing skills will be explained. Practical advice will be given in relation to developing FL learners' awareness of text structure as well as enhancing understanding of the writer's strategies to express meaning.

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### **Working with a narrative text in a foreign language classroom: towards principled instructional practice**

Owing to their communicative and language learning values, narratives constitute a perfect type of texts catering for many language aspects foreign language learners aim to develop. On the one hand, they help teachers work with issues of grammar, vocabulary and aspects of discourse, and on the other, provide topics students find interesting to read and talk about. As most narratives draw on themes of universal appeal, reading such texts tends to be pleasurable and personally meaningful, offering constant encouragement and strengthening learners' motivation. Many EFL specialists support the view that narratives can provide valuable reading material, yet what is also needed is an adequate principled approach.

The presentation will specifically look at the attempts at designing a research-based instructional framework for working with narratives in the language classroom with reference to the developments in the story grammar approach, the reader-response theory as well as the genre-based process approach. The talk will also focus on the description of organisational features of narrative texts by considering some structural models described by genre researchers which can be implemented in EFL classroom practice. Further issues to be discussed include the effect of the analysis of text structure and its components on reading comprehension, the reader's interaction with the text as well as developing better understanding of the concept of genre itself and its place in foreign language learning and teaching.

Małgorzata Marzec-Stawiarska  
Pedagogical University of Cracow

### **Academic discourse, intertextual transparency and the complexity of writing in L2 from sources**

Pecorari and Shaw (2012) when describing the complexity of academic register refer to Bourdieu and Passeron (1965: 18) who stated that academic discourse is 'never a first language, not even for the children of cultivated classes'. The skills of creating a new text with reference to already existing literary sources, that are core part of written academic discourse, frequently constitute an immense challenge for students. Introducing a quotation and paraphrasing require from writers inferential thinking – either deductive or analogical (Shi, 2012), which are hardly possible without excellent reading and writing skills, L2 proficiency and expertise in the topic students write about. As L2 students are still developing their L2 knowledge and are new to many academic disciplines they display a lot of problems with writing from sources which negatively affect intertextual transparency of the texts they write and frequently lead to non-prototypical, or even prototypical, plagiarism.

The presentation is to show the complexity of writing from sources in L2. It will present the notion of intertextuality from a perspective of citing sources in academic written discourse, point to the differences between deep and superficial paraphrasing, introduce the phenomenon of patchwriting, and discuss the notion of plagiarism that offer results from students' problems with transparent use of sources.

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### **Effects of using e-dictionaries on enhancing translational writing in college students**

This study sought to explore the effects of pocket electronic dictionaries on developing translational writing skills in college students. This study was based on prior findings of a research study by the author (Mekheimer, 2012, published in CALICO Journal), which concluded that using e-dictionaries (an online dictionary) in strategic training on translation tasks can positively enhance the writing skills of students, but due to methodological issues, the results could not be generalised beyond the context of the study. The design of the present study ensured that participants (101 male students) be given 1) guided practice on translational writing with feedback, using connected pocket dictionaries; 2) an explicit presentation of the strategies for using e-dictionaries in translational writing; 3) metacognitive tasks with peer review and instructor's revisions. Findings of the study demonstrated that their translational writing skills, i.e., extracting the ideas into the target language, paraphrasing, editing and revising have improved after receiving the treatment across two semesters. Additionally, it was found out that e-dictionary strategies which the participants retained contributed to an improvement in their translational writing skills and ease of use. Some pedagogical implications are suggested based on the findings.

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### **Quality in legal translation**

The ever-growing mobility of EU citizens and the recent implementation of Directive 2010/64/EU on the right to interpretation and translation in criminal proceedings will significantly increase the need for legal translation. However, little initiative has been taken to tackle this problem on a large scale as former/current EU projects mainly focus on legal interpreting. The QUALETRA project aims at filling this gap by contributing towards achieving common minimum standards of procedural rights in criminal proceedings, ensuring that the basic rights of suspected and accused persons are protected sufficiently through legal translation of essential documents in national proceedings and European Arrest Warrants.

This will be achieved by training legal translators and practitioners involved in cross-border cooperation and especially by providing translation templates and terminology management tools in order to achieve quality in legal translation of these documents. Indeed, one of the main difficulties of legal translation is the ability to understand, to acquire and to render the lexical and discursive patterns of the domain language at stake. In order to help legal translators raise their awareness of the typical format of each category of essential documents and their discursive conventions, an authentic corpus of anonymised documents has been built with a view to undertaking a genre analysis of the document types listed in the Directive and providing terminology in a multilingual term base and a translation memory for translators.

This paper will focus on the importance of using an authentic corpus to serve as an objective frame of reference, providing linguistic evidence of key lexical units used in the domain as well as semantic, syntactic, intercultural and phraseological information derived from the text and to be used in the term base. The author will also present the corpus query system (Sketch Engine) used to extract the relevant information.

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### **More remembering, less putting together. Developing an awareness of phraseological equivalence**

A popular form of the Principle of Compositionality consists in the view that language production is essentially the process of combining atomic words into syntactically valid phrases and sentences. According to this principle, sentence meanings are fully

determined by the meanings of their constituents and the rules of their arrangement. While many language learners may implicitly share this intuition as a by-product of formal grammar teaching, it is unclear whether they have a similar intuition of the Idiom Principle [Sinclair, 1991], which emphasizes the ubiquity of prefabrication and non-compositionality in naturally occurring text and conversation. Corpus studies have revealed high levels of phraseological reproduction thus confirming the relevance of the Idiom Principle to achieving native-like selection and fluency [Pawley and Syder, 1983]. However, it is not obvious how these findings can be translated into practical considerations for language education. To put it bluntly, the question is whether and how second language learners should be explicitly encouraged to “do at least as much remembering as they do putting together” [Bolinger, 1979].

In this paper, I make a modest attempt at addressing this issue by discussing possible applications of reference corpora and automatic collocation dictionaries (ACD's) as didactic tools for increasing advanced language learners' recognition of the Idiom Principle. More specifically, I show how reference corpora and ACD's can be introduced in practical translation courses to develop students' awareness of phraseological equivalence and systematically deal with phraseostylistic aspects of translation training. I conclude that, depending on the direction of translation, both L1 and L2 ACD's can be used to formalize phraseological equivalence as an important aspect of translation practice.

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## Adapting texts for developing early literacy skills at the preschool level

It is assumed that young children, i.e. aged 2-5, benefit from attending kindergartens in many different ways and, being aware of that, parents willingly enrol their kids in such institutions. The development of a child through the period of that three years has been of interest of many researchers, yet the field still seems to offer various areas that can be studied. One of them can be defined as *early literacy skills*, believed to be developed by the time the child starts the first grade of primary school. However, it is important to realize that the child does not learn reading or writing itself at that point but instead it acquires necessary knowledge about those skills so that he/she will be ready to learn that in the nearest future.

As many kindergartens in Poland provide children with foreign language lessons, mostly English, focusing on the advancement of early literacy skills in that language seems to be

attractive and practicable. That is why, the aims of the paper are to enable an insight into the topic of early literacy, present practical ways of adapting texts that can be used in fostering mentioned skills as well as create a base for further research.

Anna Sadowska  
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### **Audio description – a text that helps to see**

Audio Description is a narration added to a multimedia product, such as a film, a drama, a painting or architecture. It is directed towards people with visual impairments and it helps them understand and appreciate the visual aspects of these products which cannot be accessed by means of sight. The paper presents how Audio Description developed as practice, in what areas of art it is applied, how it is prepared and what standards are used in its preparation. The paper also analyses the structure of Audio Description and it explains why Audio Description is part of translation theory. Although its main aim is to make visual media accessible to people who are blind and partially sighted it can also serve other purposes; the paper briefly outlines the potential of Audio Description in the area of second language acquisition.

Piotr Steinbrich  
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### **Developing reading comprehension in the state school context: a comparative study of selected ELT course books**

Ewa Guz  
Piotr Steinbrich  
John Paul II Catholic University of Lublin

### **In search of the impossible? Investigating learner-initiated exchanges in the classroom**

The major concern of any teacher, be it a teacher of a content subject or a foreign language, is to create learning opportunities by stimulating learner engagement. In a foreign language classroom, this can only be achieved by encouraging learners to participate in classroom interaction by contributing to the discourse of the lesson. In fact, some researchers suggest that taking control of classroom discourse by autonomous initiation of turns is a prerequisite of successful learning (Ellis, 1994). The central goal of this study is to shed light on the nature and distribution of student-initiated turns which occur during English lessons conducted in Polish state schools. Our analysis is based on thirty-two transcripts of English lessons carried out by trainee teachers as part of their pre-service training. We look at the quantity and quality of student autonomous verbal contributions and investigate more closely the circumstances in which those occurred. Our aim is also to establish at which levels of discourse structure learner-initiated exchanges

are likely to occur and what functions they serve The theoretical model on which we base our analysis is the Rank-Scale Analysis developed by Sinclair and Coulthard (1975/1992).

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### **Evaluating the learning potential of collaborative translation from L2 into L1: Do language learners attend to L2 formulaic sequences in the source text?**

Despite translation being widely used in foreign language instruction, little research has been conducted to date to examine the direct contribution it makes to the development of learners' language competence. Still fewer studies have addressed the issue of translating texts for didactic purposes. The present paper reports on findings from one component of a larger study seeking to fill this research gap.

The aim of the study was to determine the extent to which advanced learners of English attend to formulaic sequences in the process of collaboratively translating texts from English into Polish. The data comprised recordings of learner interaction during text production, source texts in which items looked up by the learners in dictionaries were underlined, and student-produced translations. First the recordings were analysed in terms of incidence of word- and phrase-oriented language related episodes, that is, parts of dialogue where learners talked about the meaning, form or use of L2 lexical items. The source and target texts were used to confirm observations concerning learner activity. Next the handling of selected target language formulaic sequences incongruous with those in the learners' native language was explored in greater depth. The results indicated that the learners' attention concentrated predominantly on single words, with a shift of focus to larger units occurring, for instance, when an adequate translation equivalent for a word could not be found. As to the incongruous phrases, many of them were processed and translated as wholes but not necessarily reflected upon. These findings may imply that collaborative text translation from L2 into L1 lends itself well to raising learners' awareness of target language vocabulary in general but not necessarily to developing their formulaic competence.

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### **Technical terminology in specialized texts – translation perspective**

The traditional perception of translation is most often associated with literature, but although about two centuries ago most of the texts translated were literary and written by philosophers, scientists and men of letters, today literature is said to occupy not more than 5 percent of the total number of translations. As far as scientific and technical translations are concerned, the crucial issue is that they exert a very strong influence on the technological development of the contemporary world. The number of specialised documents being published is constantly increasing at a far greater pace than other texts. Nevertheless, it was not until the 1960s that technical translation was recognised, studied,

and developed. Technical translation has traditionally been regarded as a poor cousin of “real” (literary) translation. Often considered as a vocational, practical and at times rather basic type of translation, it has been largely neglected in the literature on translation theory.

The aim of my paper is to provide linguistic analysis of technical texts for translation at the lexical level. Research on technical vocabulary has shown a significant underestimation of the role played by technical vocabulary in specialized texts and a lack of information about how technical vocabulary relates to other types of vocabulary. The paper in question also reports on the significance of this research for language learners and teachers.

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[www.NNBproject.eu](http://www.NNBproject.eu)

### **Writing skills in a non-native bilingual family, case study (1) - text analysis**

The term Non-Native Bilingualism (NNB) refers to the situation defined by Romain S. (1989:185) where parents share the same native language while the dominant language of the community is the same as that of the parents and, what is the most important, one of the parents always addresses the child in a language which is not his/her native language (cf. studies by Saunders 1982, Dopke 1992).

The empirical research on NNB in Poland has the character of a quantitative and qualitative analysis of the non-native bilingualism phenomenon in Poland.

**NNB parent** (a non-native bilingual parent), in the context of the research on NNB in Poland means a person who, while being a Pole and living in Poland, talks to the child in the second language always and everywhere (L2), which she/he learned after the age of 8 because, for the NNB parents surveyed, this is the earliest age at which they started learning a foreign language in school, which makes them qualify as *sequential bilinguals* (*sequential bilingual*: a bilingual person who learned a second language after having acquired his or her mother tongue. in *International Encyclopedia of Psychology*, 1996:vol 1:276).

**NNB child** (non-native bilingual child) is a child who has Polish parents (guardians), permanently lives in Poland and whose parent (guardian) talks to her/him in a language other than Polish which for his/her [parents] are not native meaning in a language he/she is not the native speaker of.

The research problems of the NNB project ([www.nnbproject.eu](http://www.nnbproject.eu)) are discussed briefly and the results of the case study (1) concerning writing skills of the NNB parent and his four grown-up NNB children are presented.

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### **Classroom discourse as text: L1 use in the foreign language primary classroom – pre-service teachers' beliefs and practices**

Although the use of L1 in L2 classroom has been one of the most hotly debated issues in the field of ELT, no conclusive recommendations for teachers have been provided so far (Brown 2001).

A foreign language classroom is a very unique and atypical school environment (Walsh 2006) in that 'the medium is the message' (Nunan 1995). Therefore, it seems to be of utmost importance to make informed decisions about how much (if any) of classroom communication is done in L1 and what purposes it serves. However, the purposes for which L1 can be used in L2 classroom as discussed by some writers (Atkinson 1988, Collingham 1988, Harbord 1992, Piasecka 1988) seem to view L1 as a strategy to facilitate communication and learning, not an end in itself. Recently, the work of Butzkam has been influential in developing a principled and systematic approach to the role of the mother tongue in foreign language teaching (Butzkam and Caldwell 2009).

This paper reports the results of a study on L1 use in L2 primary classroom by 34 students majoring in English during their teaching practice. Lesson transcripts have been analysed to find out the purpose and the extent of L1 use. The data show a marked discrepancy between the participants' beliefs and theoretical conceptions of L1 use and the actual classroom performance. Implications for teacher education will be discussed.

**Key words:** L1 use, primary education, teacher beliefs, teacher education

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### **How to evaluate "academic language" in written texts?**

For the German language, according to Habermas (1977) 'academic language' as 'Bildungssprachliche Elemente' is the language which is used more in writing and was acquired through education and the linguistic register in which one can gain some basic knowledge of orientation by learning at school. According to specific longitudinal research studies, the elements such as Nominalisierung (nominalisation), Komposita (compounds), Attributkonstruktionen (attribute constructions), Partizipien (Participle), Passive (passive) and unpersönliche Ausdrücke (impersonal expressions) are perceived as the main

components of German academic language. Controversially, there are still few research studies related to Vietnamese 'academic language' as 'Bildungssprache'. The term 'academic language' refers to the following stylistic aspects of the language of research: (a) using a range of technical or specific terms; (b) using a range of borrowed terms and structures from Western languages; (c) neutral and objective tone based on impersonal expression (Dinh Trong Lac, 1998).

Although there are Vietnamese school language programs in Vietnamese school system from primary school to high school, there are not really any definitions or discussions of the 'Bildungssprachliche Elemente', which is parallel with the German system. Basing on the works of Lê A, Nguyễn Văn Ninh and Bùi Minh Toán (1996) related to teaching language in Vietnamese schools and the language teaching curriculum (Tiếng Việt), the category was created with four elements such as: 'thụ động' (passive), 'tổng hợp' (compounds), 'từ Hán Việt (và từ mượn chuyên ngành)' (Sino-Nom and technical borrowed words) and 'cách thức diễn đạt khách quan' (impersonal expressions). For the development of the category, it would be better if all of factors were considered carefully from the light of theoretical and empirical research of the Vietnamese language.

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## **"In this paper I will prove ...": The challenge of authorial self-representation in L2 undergraduate research paper writing**

Developing expertise in EAP writing is a time-consuming endeavour, entailing not only progressive mastery of advanced language forms and functions, but also extensive domain knowledge accumulated through interaction with a large body of reading material. By way of practice, academic writing assignments engage students with textual input from multiple sources to be synthesized, analysed, critically evaluated, responded to and, ultimately, creatively transformed. Writers of academic prose are then not only expected to provide an objective account of data and perspectives of experts, but also to position

themselves in relation to them and mark their own presence in the discourse they create. Experience of many practitioners has shown that projecting one's own identity in the process of developing a thesis, especially when working with source texts in L2 as reference is one of the most challenging academic literacy tasks for novice writers. Discrepancies between L1 and L2 writing cultures, learners' status in the academic discourse community, as well as their rigid conceptions of academic writing, often enhanced by inconsistent advice offered by instructional materials, might contribute to inexperienced L2 writers' excessive dependence on source material and opting for linguistic choices which reduce their agency. This paper is going to look into undergraduate students' strategies for manifesting their own identity as authors of academic texts by discussing types and functions of linguistic means employed as identity signals in source-based research papers.

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### **Translation and Conflict: Threats to Fidelity to the Text**

The interpreter's status generates a heated debate among numerous scholars. There are two sides to this discussion: the ones who promote interpreters to be invisible and neutral in the whole process, acting only as conduits between the parties involved. On the other hand, there are also researchers who want interpreters to take a more active role and get rid of the premise that they are 'passive' participants in the whole process. However, the position of interpreters has to be revalidated when it comes to conflict. In the case of business meetings when an interpreter is needed, there are no sides of the dispute. The situation changes when dissent is in air, and interpreting is needed for conflicted parties.

The present study is structured in the following way. First and foremost, we define what is the current status of interpreters in the whole process and what is the role of interpreter between the parties. Next, the article tackles the issue of power and responsibility extent given to interpreter during conflict, which is followed by discussion of threats to the fidelity to the text on the part of interpreter. Last but not least, we will look upon the influence of choices of linguistic structures and 'framing' of information on the narrative of the text and its message.

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### **Should we blame machine translation for the inadequacy of English: a study on words of family and relationships**

The current study was carried out as a classroom research after it has been noticed that there are obvious cultural elements specifically in the Turkish society which do not have equivalents in English, and thereby creating confusion and difficulty particularly for the beginner-level Turkish learners of English during the learning process, stemming from the

inadequacy of the English lexicon. The study investigated the translation skills of Turkish EFL learners concerning the vocabulary in the family and relationships topic within the language education curriculum, and compared the learner outputs with the machine translation outputs in order to reach a conclusion related to the accuracy as well as clarity of the translation outputs. Additionally, the participants were interviewed with regard to the present lexical gap and how/if it affects their motivation. The participants were 52 beginner learners of English (12 male and 40 female) whose age ranged between 18 and 55. Results revealed that the texts that were produced by Group 1 mostly by the help of MT were lexically stable and less rich in content or density, but semantically quite confusing for average Turkish learners of English; whereas texts that were produced by Group 2 mostly by manual explanation and correction of the literal vocabulary were lexically richer in content and density, and relatively detailed. It was also observed that the translation outputs of Group 3 were similar to Group 1, showing inclination to use online and android translational tools that was consolidated thereafter by the interview records. The study concluded that the lexical gap in the English lexicon related to the family and relationships especially, but also other cultural domains might create serious confusion and gaps in the minds of beginner FL learners that should be approached with extra consideration during the development of learning materials and implementation of educational sessions, which in turn might contribute positively to the motivation of the learners.

**Key words:** Family and relationships, vocabulary, machine translation, English, Turkish, translation skills

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### **Meaning-making practices around texts in EFL classes in public and private schools: classroom interaction and policy on bilingualism in Colombia**

This presentation will focus on classroom talk and talk around texts in EFL classes in secondary and primary schools. Drawing on empirical data from recent qualitative ethnographic research, two case studies in public and private schools in Armenia, Quindío, Colombia, I will highlight the specific aspects of the interaction and the literacy practices taking place in these classrooms, describing how the bilingual talk unfolded around the monolingual texts used, the texts and their origins, the types and genres, the alternative texts the teachers used, the topics of the texts and the mini-texts of the lessons. I will also discuss the way that teaching materials are put into use in these classes, the strategies that teachers use to learn to read and the different strategies to read words and sentences, and the teachers' reformulations. The monolingual writing practices in English at the board, or in the students' notebooks, however, contrast with the bilingual talk (Spanish-English) that took place around the worksheets and handouts the teachers use. The analysis of the talk around texts in these events revealed the complexity of patterns that could be traced to the wider policy context and the global forces that are having an impact on the everyday classroom routines of schools in the Colombian context. The pedagogical practices leading to the construction of meaning reveal how these practices conform to the institutional

expectations and the national policy on bilingualism, that is, the Programa Nacional de Bilingüismo, being implemented in Colombia at the moment.

Teresa Maria Włosowicz

### **Gap-filling in English as L2 as a form of text construction using contextual cues**

The purpose of the study is an investigation of gap-filling in English (L2) texts by M.A.-level English Philology students. The term 'gap-filling' is used here deliberately, as the entire target words were deleted and not only parts, whereas a C-test involves revealing the beginnings of the words (Feldmann and Stemmer, 1987: 252). It can be assumed that gap-filling requires both bottom-up and top-down processing. On the one hand, one needs a general grasp of the meaning of the text in order to find words compatible with the context, but on the other hand, not only do the words have to possess the right meanings, but they must also have the right morphosyntactic properties, collocate with other words in the co-text, etc. According to Feldmann and Stemmer (1987: 251), 'the C-test is based on the principle of reduced redundancy and on the construct of an internalized pragmatic expectancy grammar', which, arguably, also applies to gap-filling tasks. Therefore, the research questions concerned both the semantic and formal (grammatical, collocational, etc.) correctness of the students' responses.

In general, text comprehension starts with the activation of word forms, followed by that of lexical meanings and, then, the associated concepts. Once a context is formed, activation is sent back to the lower levels, which allows, for example, the determination of the meanings of polysemous words (de Bot, Paribakht and Wesche, 1997, Perfetti, 1999). However, in the case of gap-filling, activation is sent from the context not only to the words present in the text, but also to words which might possibly fill the gaps and which, once activated, compete for selection (cf. Green, 1993). Lexical items stored in the mental lexicon (Herwig, 2001, Singleton, 2000) are interconnected at several levels (semantic, syntactic, phonological, etc. – also cross-linguistically), so activation is spread along those links and, for example, semantically related words reach a higher level of activation. However, the meanings of translation equivalents and the underlying concepts do not always overlap fully (Pavlenko, 2009), so transfer from L1 can be negative (Hall and Ecke, 2003, Jiang, 2000).

The present study was carried out with 52 English Philology students. It consisted of three parts: two texts with gaps, one of which was a multiple-choice test and the other was a 'free production' gap-filling task (the subjects had to supply the words themselves) and a short survey concerning the tasks, especially words which had caused them particular difficulty, and reasons why they had used certain words.

The results reveal not only a variety of responses, but also quite a lot of avoidance, especially in the 'free production' part. The word that caused the subjects the most difficulty was 'too' in 'too heavy a burden', as it relied not only on semantic, but also syntactic knowledge (errors include e.g. \*the heavy a burden). Problems were also posed by phrasal verbs, e.g. \*to put off/ terminate off/ get rid off a malaria epidemic in

Bangladesh (target: to ward off). Also, translation into Polish could be misleading, as the right answer could depend on the collocations between English words.

Moreover, it can be observed that if incorrect answers seemed correct to the subjects, they tried to justify them (e.g. '\*a motionless face' was explained by one person as 'a corporate credo'; target: a straight face). In terms of Relevance Theory (Sperber and Wilson, 1986), they chose answers that seemed relevant to them in the available context, which was a sum of the textual context and the subjects' background knowledge.

It can be concluded that constructing texts by filling in the gaps is a complex process involving various factors. At the same time, it can shed light not only on text comprehension, but also on the directions of activation spreading in the bilingual mental lexicon.

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### **Cultural component in PSL course books and the development of linguistic and sociocultural competences of PHS in northeastern US**

**Key words:** heritage speaker, heritage language acquisition, linguistic and sociocultural competence, culturally-marked texts in PSL course books, Polish language and culture maintenance

This talk contributes to the discussion on the development of effective curriculum for teaching heritage language and culture to heritage speakers. It basically discusses applicable and thorough selection of culturally-marked texts in PSL course books, employed in trainings of Polish language and culture at university level, and its role in the development of spotty sociocultural knowledge of PHS (Polish Heritage Speakers) in northeastern US.

In its initial part the talk focuses on the overview of the course books employed by the instructors of Polish as the background material for conducting Polish trainings at the departments of Polish for both PHS (Polish Heritage Speakers) and PL2 (Learners of Polish as a Second Language) at CCSU, CT and UMASS, MA. The analysis is tailored to shed light on the presence of cultural component and incorporation of Polish heritage culture in the trainings of Polish language to PHS, further on serving the instructors as a background or springboard to raise linguistic and sociocultural competences of PHS as a significant factor impacting the maintenance of Polish language and culture in American melting pot of languages and cultures.

The talk reports and analyzes the factors impacting the significance of already implemented cultural component researched in the variety of texts included in course books of PSL (culture-loaded vocabulary, high-culture versus everyday culture). Furthermore, the data analysis is followed and complemented by its exposition to the significance of categorization and thorough selection of balanced cultural component involved in analyzed texts applicable to serve the development of cultural and lexical competence and spotty sociocultural knowledge of PHS as prerequisite for Polish heritage language and culture maintenance.

The talk concludes with the discussion on the need for the design/redesign and placement of a smart and learner-centered teaching curriculum and course books to meet linguistic and sociocultural deficits of PHS as contrasted with learners of Polish as a Second Language.