



Contemporary Crossroads: Studies in English Applied Linguistics

A conference organized by the
Department of English Applied
Linguistics
(DEAL)

at Eötvös Loránd University
September 9, 2021



Book of Abstracts

**Contemporary Crossroads:
Studies in English Applied Linguistics**

**A conference organized by the Department of English Applied
Linguistics at Eötvös Loránd University**

September 9, 2021

Book of Abstracts

Edited by Kata Csizér, Brigitta Dóczi, Éva Illés, László Katona, Csaba Kálmán, Enikő Öveges, Gyula Tankó, Nóra Tartsay Németh, Attila Wind

Layout: Sinong Weng

Budapest: ELTE, 2021

ISBN: 978-963-489-377-6

Contents

Welcome	3
Introduction.....	4
Programme.....	6
Abstracts of the Plenary Lectures.....	11
Abstracts of Presentations in Parallel Sessions.....	14
E-mail Addresses of the Presenters	58

Welcome

DEAL2 conference

It is my great pleasure to welcome you to our second international conference on applied linguistics organized by our department, the Department of English Applied Linguistics of Eötvös Loránd University, Budapest. The key themes highlighted will cover a wide range of exciting topics: our presenters/lecturers will focus on language pedagogy; techno-pedagogical issues or e-learning and its perceptions; students' and teachers' views on several aspects, such as the role of vocal music in language teaching; translation; testing; research methodology, or the relationship between complexity and Grice's Cooperative Principle and several other fantastic themes. This rich collection provides the audience with a variety of applied linguistics topics by Hungarian and international lecturers, with our colleagues from our institute, SEAS ELTE amongst them as well. The conference opens and closes with one plenary each, both raising extremely attractive questions, the first being by Kurt Kohn from the University of Tübingen: 'MY English – Ownership by creative construction', and ending the event by Ágnes Albert from our university, ELTE, discussing 'Individual variables in the English classroom: Macro and micro perspectives'. This array of academic talks and in the breaks, opportunities to lead vibrant social discussions via our channels will introduce us new research projects, theories and practices; ideas and resources will make an in-depth event for us, so join us online and let us learn from each other on 9 September!

Enikő Öveges
Head of the Department
of English Applied Linguistics

Introduction

“Contemporary Crossroads: Studies in English Applied Linguistics”

**Organized by the Department of English Applied Linguistics at
ELTE on 9 September, 2021**

We invited colleagues to submit proposals for the second conference organized and hosted by the Department of English Applied Linguistics, Eötvös University, Budapest.

The topics of the conference include:

Cognitive linguistics, Complex Dynamic Systems, Theory in applied linguistics, Corpus linguistics, Discourse analysis, Digital literacies, English for Academic Purposes, English as a lingua franca, Forensic linguistics, Individual difference research, Language assessment, Language policy and planning, Multilingualism, Pragmatics, Psycholinguistics, Second language acquisition, Sociolinguistics, Translation & World Englishes

CONFERENCE BASICS

Conference title:	Contemporary Crossroads: Studies in English Applied Linguistic
Conference type:	Online in Teams
Conference date:	9 September, 2021, 9 PM to 5 PM
Deadline for abstracts:	1 June, 2021
Participants:	Colleagues and PhD students of DEAL, DELP or other departments of ELTE and other universities within and outside Hungary
Audience:	Staff members, PhD (and other) students of ELTE and apart from them, all interested in the topics.
Language of presentations:	English
Plenary speakers:	Ágnes Albert (ELTE) Kurt Kohn (University of Tübingen)
Organizing Committee:	Kata Csizér, Brigitta Dóczi, Éva Illés, László Katona, Csaba Kálmán, Enikő

**Öveges, Gyula Tankó, Nóra Tartsay
Németh, Attila Wind**

We strive to be inclusive in covering studies pertaining to English and other languages in various Hungarian and international contexts from both theoretical and empirical points of view.

Talks should be planned to be 15 minutes with 5 minutes for Q&A.

The conference is free of charge.

Programme

Contemporary Crossroads: Studies in English Applied Linguistics

September 9, 2021

Conference programme

8.00-8.45	Registration, networking, virtual coffee			
Link	shorturl.at/jGKL1			
8.45-9.00	Welcome and introductions			
9.00-10.00	Opening plenary talk <i>MY English – Ownership by creative construction</i> Kohn, Kurt University of Tübingen			
10.00-10.15	Break			
10.15-11.15	Parallel sessions 1			
Links	shorturl.at/cqyAV	shorturl.at/eiDRY	shorturl.at/eozAV	shorturl.at/ouGI4
	Moderator: Piniel, Katalin	Moderator: Spissich, Boglárka	Moderator: Tartsay Németh, Nóra	
	<i>Emotions in English language learning: A study on achievement emotions</i> Piniel, Katalin	<i>Using Netflix, Instagram and TikTok for EFL learning – secondary school students' opinion</i> Spissich, Boglárka	<i>Teacher trainees' views on their current studies and their future career</i> Balogh, Erzsébet	
	<i>Pre-service teacher identities</i> Burai, Andrea	<i>The challenge of classroom management in lower secondary school: The case study of Takeo Province, Cambodia</i> Phal, Linda	<i>Developing in-service training for EYL (English for Young Learners) teachers in Indonesia: The role of local contextual factors</i> Rohqim, Al Ikhwan Fadqur	

	<i>Teachers' views on the role of individual difference variables: Implications for teaching, research and teacher education</i> Csizér, Kata and Albert, Ágnes	<i>An EFL learner's development in metacognitive listening strategy use and listening performance: A Dynamic Systems Theory</i> Khine, Thet Oo	<i>Exploring regularities and variation in experiencing concerns by ESL trainee teachers</i> Główka, Danuta	
11.15-11.30	Break			
11.30-12.30	Parallel sessions 2			
Links	shorturl.at/cqyAV	shorturl.at/eiDRY	shorturl.at/eozAV	shorturl.at/ouGI4
	Moderator: Divéki, Rita	Moderator: Katona, László	Moderator: Dóczi, Brigitta	Moderator: Wind, Attila
	<i>Investigating technology-mediated lexical applications and Vocabulary Learning Strategies used by EFL learners in Myanmar: A pilot study</i> Khine, Thet Oo	<i>Implementing the Backward Design Model during the COVID Outbreak: An action research report in teaching an English skills development course</i> Alvarez, Carlos	<i>Motivations, effects, and outcomes of participation in shadow education in English language teaching</i> Hegedűs, Gabriella	<i>Studying flow during writing task performance: A pilot study</i> Alsayed Ahmad, Duha
	<i>The use of the audiobook as part of digital literacy in EFL context: an analysis of Indonesian students' perception</i> Rusmanayanti, Asmi	<i>Production of request speech act strategies by EFL Syrian students</i> Saoud, Maya	<i>EFL and career: 21st century skills for teachers and translators</i> Dóczi, Brigitta and Eszenyi, Réka	<i>Dynamic development of self-assessment and L2 writing</i> Wind, Attila Miklós
	<i>The role of continuous professional development workshops in the techno-pedagogical skills development of teacher trainers: A case study in the</i>		<i>Factors English teachers consider in decision-making</i>	<i>Strategies in English academic writing: Indonesian graduate students' experiences in the Hungarian higher education</i>

	<i>Hungarian university context during COVID-19</i> Fekete, Imre and Divéki, Rita		Sazdovska, Jasmina and Soproni, Zsuzsanna	Subandowo, Dedy
12.30-13.30	Lunch break			
13.30-14.30	Parallel sessions 3			
Links	shorturl.at/cqyAV	shorturl.at/eiDRY	shorturl.at/eozAV	shorturl.at/ouGI4
	Moderator: Tartsay Németh, Nóra	Moderator: Csizér, Kata	Moderator: Dóczi, Brigitta	Moderator: Illés, Éva
	<i>Distance learning during the Covid-19 Pandemic: The experience of ELTE SEAS students</i> Prescott, Francis	<i>Japanese women's desire for English: ESL Dôzoku and Identity-In-The-Making</i> Košinaga, Jelena	<i>Students' experiences with foreign language anxiety during an international E-tandem project</i> Simon, Krisztián and Schug, Daniel	<i>Complexity and Grice's Cooperative Principle</i> Illés, Éva
	<i>An investigation into teachers' attitudes towards information communication technology (ICT) in language teaching at primary schools in Vietnam: A pilot study</i> Vuong, Hoan	<i>"Embracing Blackness": The attitude of white movie actors towards African American English</i> Ghidhaoui, Ranyme	<i>The role of input and output in second language learning: observation as a research tool for investigation</i> Dóczi, Brigitta	<i>A dictionary of legal collocations: the why, the how and the what</i> Michta, Tomasz
	<i>Emotional Intelligence in higher education</i> Tartsay Németh, Nóra	<i>Tunisian university teachers' and students' perceptions regarding the status of English, language policies and the ways to promote English in higher education: Preliminary results</i> Rahal, Aicha		<i>Theatre and stage as educational spaces</i> Katona, László
14.30-14.45	Break			

14.45-15.45	Parallel sessions 4			
Links	shorturl.at/cqyAV	shorturl.at/eiDRY	shorturl.at/eozAV	shorturl.at/ouGI4
	Moderator: Kálmán, Csaba	Moderator: Dávid, Gergely	Moderator: Illés, Éva	Moderator: Wind, Attila
	<i>Supermotivators in language education: an interview study with international English major students on their FL teachers' extraordinary motivating agency</i> Kálmán, Csaba	<i>Should testing remain linked with notions of success and failure? A look at English language tests assessing Tunisian pupils' competencies in preparatory state schools</i> Ayed, Wijdene and Bakhta, Chadi	<i>The translation of conceptual metaphor of fear in English into Indonesian and Turkish: A comparative study</i> Rahmanadia, Hyunisa and Sa'Diah, Siti	<i>Validating a qualitative interview schedule on multilingualism and second language vocabulary attrition and maintenance</i> Ezzaouya, Hanae
	<i>Clustering secondary school EFL learners based on their L2 learning motivation</i> Zólyomi, Anna and Smid, David	<i>Facet definition and facet structures for measurement</i> Dávid, Gergely	<i>Connective items in the discourse of individual interpreters: A corpus-based examination of the discourse output of three Hungarian interpreters</i> Götz, Andrea	<i>Ritual code-switching - A case study of the Minnan dialect and Mandarin Chinese</i> Chen, Jiejun
	<i>Teachers' attitudes towards the use of L1 and translation in the English as a foreign language (EFL) classroom: the Kazakhstani context</i> Smagul, Aidana	<i>Language policy, planning and language pedagogy? The connection between these constructs: a theoretical rationalization</i> Öveges, Enikő	<i>The translatability of jokes from Arabic into English</i> Alsayed Ahmad, Duha	<i>'It's like I have a switch': Identity shift in a Hungarian English major from Vajdaság/Vojvodina</i> Williams, Thomas A.
15.45-16.00	Break			
16.00-16.45	Closing plenary talk <i>Individual variables in the English classroom: Macro and micro perspectives</i> Albert, Ágnes, Eötvös Loránd University			
Link	shorturl.at/jGKL1			
16.45-17.00	Closing of the conference			
17.00-17.30	Networking and virtual party			

Plenary Lectures

**Abstracts are presented
in alphabetical order**

Individual variables in the English classroom: Macro and micro perspectives

Ágnes Albert

Eötvös Loránd University, Department of English Applied Linguistics

Foreign language learning is a long and complex process, shaped by a range of factors. Although many of these factors have long research traditions within applied linguistics, proposals for studying them in concert are relatively recent (Ryan, 2019). Adopting a “small lens approach” is a similarly current call by Ushioda (2016), who argues that besides large-scale investigations contextualized micro studies are also needed for a better understanding of the language acquisition process. In this presentation, I would like to provide a brief overview of a research project in which my colleagues and I attempted to examine a range of possible influencing factors shaping Hungarian secondary school students’ language learning experiences in their English classrooms both at macro and micro levels. Data were collected from 50 secondary school students in Budapest. Two standardized questionnaires, measuring students’ emotions, motivation, and self-efficacy beliefs in their English classes in general and a shortened version of this questionnaire measuring the same constructs plus flow/engagement during task completion, were employed for data collection in order to investigate the relationship of the classroom-related and task-related versions of the individual variables. Moreover, the language output students produced on the piloted written narrative task before filling in the short task-questionnaire was also analyzed. Besides the amount of output produced on the tasks, students’ task performance was also measured using indices of syntactic and lexical complexity and accuracy. Task performance-related variables were included in the analysis because establishing links between individual variables and performance on tasks can help us better understand the classroom-level processes of instructed second language acquisition (ISLA) through a thorough examination of the different features of the output produced by students in language classes. The results show moderate positive correlations between students’ motivation, emotions and self-efficacy reported in connection with their English classes in general and after solving a particular language task. Furthermore, there are correlations between students’ emotions, flow experiences and self-efficacy with the quantity of output produced, suggesting a direct link with SLA in view of Swain’s (2005) Output Hypothesis. Theoretically, the findings suggest the viability of linking macro and micro perspectives when examining the role of individual variables in connection with English language learning, while the pedagogical implications call for the need to combat negative emotions in language classrooms and make language tasks more engaging for our learners.

MY English – Ownership by creative construction

Kurt Kohn

University of Tübingen

In pedagogical contexts, speaker-learners' perception as owners of English is often influenced by the extent to which they feel confident and justified to judge what is possible and acceptable (Higgins 2003). An altogether different conceptualization of ownership is offered by Widdowson (2003, p. 42) emphasizing speaker-learners' communicative capability for learning and using the language "not just as a set of fixed conventions to conform to, but as an adaptable resource for making meaning". In my talk, I will argue from the perspective of a social constructivist understanding of communication and language learning. Attention is given to speaker-learners as principal agents in a natural and inevitable process of making the target language their own (Kohn 2018). When acquiring English, they can only do this by creating their own version of it in their minds, hearts and behaviour influenced by who they are and who they want to be. It is MY English for them whether they are aware of it or not. On this basis, I will introduce a pedagogical lingua franca approach as an extension of communicative language teaching (Kohn 2020). The idea is to enable speaker-learners of different linguacultural backgrounds to meet and communicate with each other using their shared target language English as a pedagogical lingua franca. Issues of pedagogical implementation, speaker-learner emancipation and pedagogical mentoring will be discussed with reference to TeCoLa intercultural virtual exchanges involving secondary school students across Europe (www.tecola.eu).

References

Higgins, C. (2003). "Ownership" of English in the outer circle: An alternative to the NS-NNS dichotomy. *TESOL Quarterly*, 37(4), 615–644. DOI: <https://doi.org/10.2307/3588215>

Kohn, K. (2018). MY English: A social constructivist perspective on ELF. *Journal of English as a Lingua Franca*, 7(1), 1–24. DOI: <https://doi.org/10.1515/jelf-2018-0001>

Kohn, K. (2020). A pedagogical lingua franca approach: Emancipating the foreign language learner. *LEARN Journal*, 13(2), 1–14.

Widdowson, H. (2003). *Defining issues in English language teaching*. Oxford: Oxford University Press.

Presentations

The translatability of jokes from Arabic into English

Duha Alsayed Ahmad

Eötvös Loránd University

As jokes became a common way of communicating with people from different linguistic-cultural backgrounds in the era of globalization, the necessity of investigating the strategies that can be used in translating jokes and the problems translators encounter when translating them has become widely recognized (Alharthi, 2016; Saleh, 2018). This paper intends to investigate the translatability of Arabic jokes into English by indicating the problems that translators encounter when translating jokes. It also highlights the strategies translators use to translate cultural and linguistic jokes from Arabic into English. In order to achieve this aim, a qualitative study had been conducted by analyzing the translation of 14 Arabic jokes with the help of a co-translator who has translated the jokes from Arabic into English and highlighted the difficulties she encountered and the strategies she used to translate these jokes. The findings indicate that translators encounter linguistic problems, such as the translation of homonyms and false cognates, as well as cultural problems when translating Arabic jokes into English, which often result in losing the humorous effect of the translated joke. Moreover, the use of literal translation is very common in translating Arabic jokes into English. Based on the research results, it can be concluded that many Arabic jokes are untranslatable into English.

Studying flow during writing task performance: A pilot study

Duha Alsayed Ahmad

Eötvös Loránd University

Recently, there has been an increased interest in studying the concept of flow in foreign language learning by linguists (e.g., Czimmermann & Piniel, 2016; Egbert, 2004). This pilot study aimed at examining the reliability of a flow questionnaire that could potentially be used for investigating flow during writing tasks in the future. Moreover, it investigated the relationship of different flow components with learners' performance on specific English writing tasks and attempted to use the flow construct to examine the relationships between different writing genres, i.e., narrative and argumentative genres in this research, and the amount of language output produced by the participants. In order to achieve these aims, a quantitative study had been conducted by using two different writing tasks; narrative and argumentative, followed by a flow questionnaire which was filled out by 103 English language learners (ELLs) studying in Hungarian schools and universities. According to the results of the reliability analysis, the piloted instrument is reliable and can be used for further research. Moreover, ELLs reported a moderate flow experience in writing regardless of the genre of the task, and the level of flow learners experienced while performing either of the tasks had no correlation with the length of paragraphs produced by them.

Implementing the backward design model during the COVID outbreak: An action research report in teaching an English skills development course

Carlos Alvarez

Eötvös Loránd University

The Backward Design Model (BDM) “starts with a careful statement of the desired results or outcomes: appropriate teaching activities and content are derived from the results of learning” (Richards, 2013, p. 20). This research aimed to describe how the syllabus, based on the BDM, was designed and explores students’ perceptions on the application of this syllabus in the English Skills Development course. The research niche was identified by the need to provide teachers insights into designing a syllabus based on the BDM for remote teaching. To reach the objectives of this study, the syllabus was designed before starting the course. Besides, 16 Hungarian bachelor students participated in this research. The students’ perceptions of the application of the BDM were collected through written reflections and focus-groups interviews. Results showed that students perceived the BDM as a coherent, organized, and flexible syllabus design that led them to improve their English skills and their creativity, problem-solving and critical thinking skills, and digital literacy competencies. These findings provide implications for both teachers and researchers interested in syllabus design based on the BDM and its application on creating strong connections between course objectives, assessment, content, teaching strategies, and technology use.

Should testing remain linked with notions of *success* and *failure*? A look at English language tests assessing Tunisian pupils' competencies in preparatory state schools

Wijdene Ayed

Doctoral School of Linguistics, Eötvös Loránd University

Chai Bakhta

Ecole Normale Supérieure Tunis

As second and foreign language teaching continues evolving as an area of study, so should assessment tools and methods (Bachman & Palmer, 2010). The current championing of the practical view of language should come with an equally revolutionized view of assessment. Evaluation is a very important factor in learning, and when done right, it could offer invaluable insight for both learner and educator (Bachman & Palmer, 2010). The theoretical umbrella of this work is the pragmatic turn in language teaching, entailing the use of the principles of Communicative Language Teaching (Jacobs & Farrell, 2003). Although, English language teachers in the Republic of Tunisia are encouraged to apply the communicative teaching approach, there has not been as much attention given to revolutionizing assessment and evaluation as there has been to curriculum and lesson design (Athimni, 2018). There is not truly a communicative, student-oriented testing tool for learners (Cumming, 2009). In an attempt to answer the question of what is missing from the current testing and assessment tools in English language education and to what extent these adhere to the principles of Communicative Language Teaching, this research aims to look at exemplars of end of term tests prepared by Tunisian teachers of English working in state preparatory schools and analyze thoroughly their conformity with teachers' beliefs of how English language testing should be. Although the tests succeed in targeting specific linguistic skills, the analyses of these exemplars demonstrate that testing English language learning competencies among Tunisian pupils is only testing how much information they retained from the courses and their ability to give back all input provided by the teacher. In interpreting the findings, the tests do not accommodate for learners' needs. There is a need for reevaluating the ongoing evaluation process and for a complimentary assessment tool to the current standardized testing that should be implemented to further reflect the contemporary views on language teaching and learning. Testing English language learning in Tunisian schools ought to be divorced from forms of success and failure to become an integrated part of the modern learning experience. This study, although limited to the analysis of only two tests, intends to unveil Tunisian English language teachers' experience with preparing assessment tools; a component of language teaching that is an under-researched domain in the Tunisian context and that has been largely late to be improved.

Teacher trainees' views on their current studies and their future career

Erzsébet Balogh

University of Debrecen, Department of English Linguistics

The paper aims to reconceptualize the findings of a study by Huhtala (2015) where 14 Finnish teacher trainees' narratives of their reasons for and worries about becoming language teachers have been analyzed. The current study examines the narratives of 42 Hungarian teacher trainees about their decision to become English language teachers, about their concerns over the profession in general as well as about their future plans, i.e., whether they want to teach after graduation or not. Preliminary analysis of the data shows that both the Hungarian and the Finnish students' reasons for choosing to study as teacher trainees are very similar, that is, they can be connected either to teacher identity or to the teaching profession itself. In addition, the results show that teacher trainees' anxiety about their future career are comparable regarding, for example, their feelings about their lack of subject knowledge or the amount of workload a teacher might have. However, unlike their Finnish counterparts, Hungarian students express their concerns also about the often disadvantageous societal and financial status teachers have to experience in Hungary.

Reference

Huhtala, A. 2015. Becoming a language teacher: A dream come true or a source of anxiety? *Apples – Journal of Applied Language Studies*, 9(1), 53–69.

Pre-service teacher identities

Andrea Burai

University of Szeged

A growing body of literature has examined the changes in teacher identity but only few of these provide insight into the comparison of pre-service teachers' identity at the beginning of their studies, and the identity they constructed after finishing university. This presentation discusses the differences between the future selves of first year teacher trainees and those students who have already finished their teaching practice. Based on the three identity categories (personal, professional and situated) established by Day and Kington (2008), the focus of this presentation is on the interaction of the professional and the situated identity of pre-service teachers in the first year and in the last year of the programme. Results of previous research (Barkhuizen, 2016; Doró 2020; Doró & T. Balla, 2019; Metruk 2020) suggest that teacher trainees have an imagined professional identity when entering university that is frequently based on previous experience, therefore, their (ideal) professional identity is of greater importance in their self-perception. At this phase, situated identity is not present and there is not any significant tension between the two identity categories. Situated identity gets activated by the first teaching experience during teaching practice, causing serious conflicts between the two identity categories in some cases. This presentation explores whether the results of research conducted with first year and graduate students at a Hungarian university (SZTE) confirm or contradict the findings of significant studies in the field

References

Barkhuizen, G. (2016). A Short Story Approach to Analyzing Teacher (Imagined) Identities Over Time. *TESOL Quarterly*, 50(3), 655–683.

Day, C., & Kington, A. (2008). Identity, well-being and effectiveness: The emotional contexts of teaching. *Pedagogy, culture & society*, 16(1), 7–23.

Doró, K. (2020). Imagined future teacher self at the point of entry to teacher education. *EduLingua*, 6(1), 25–46

Doró, K., & T. Balla, Á. (2019) English teacher trainees' changing views concerning the effective language teacher: A self-reflective interview study. *EduLingua*, 5(1), 41–56.

Metruk, R. (2020). Qualities of a Good and Effective Teacher: Slovak EFL Pre-Service and In-Service Teachers' Perspectives. *Journal of Language and Education*, 6(3), 80–93.

Ritual code-switching: A case study of the Minnan dialect and Mandarin Chinese

Jiejun Chen

Pázmány Péter Catholic University

This paper investigates cases in which people use frequent code-switching (CS) to perform specific rights and obligations which are consistent with certain moral order. In my case study, I examine the data I collected in the Minnan area from bilingual speakers of the Minnan and the Mandarin Chinese dialects. CS is a common phenomenon in the communication of bilingual speech communities, and has received considerable attention in linguistics. However, rituals are rarely explored in CS research from a pragmatics perspective, even though the intimate and significant relationship between rituals and CS has been pointed out by several sociolinguists. Rituals are regarded in the area of sociolinguistics as activities related to religion, theology, ceremony, etc., and as phenomena isolated from daily conversations. This study expands the conceptual scope of rituals to the domain of communicative interaction from the discursive and relational perspective and aims to examine the ritual properties of CS, as well as the functions and effects of ritual CS on interactants. It was found that CS not only possesses significant pragmatic functions, but also presents salient ritual characteristics in the context explored. This research contributes to the deeper understanding of the dynamic interactions in bilingual contexts and provides new insights to the present code-switching study.

Teachers' views on the role of individual difference variables: Implications for teaching, research and teacher education

Kata Csizér

Eötvös Loránd University, Department of English Applied Linguistics

Ágnes Albert

Eötvös Loránd University, Department of English Applied Linguistics

It is a well-known fact that individual difference (ID) variables shape students' learning processes and their achievements in second language learning (Dörnyei & Ryan, 2015). Despite the fact that these variables are mostly investigated in classroom contexts in Hungary (Csizér, 2020), there is a clear research gap concerning teachers' views on the role of ID variables. Therefore, the aim of our presentation is to offer English teachers' insights on the workings of these variables. In order to achieve this aim, data was collected from 31 secondary school English teachers across Hungary and data was analyzed for emerging themes. Our results show that teachers are aware of the highly important role of ID variables influencing the learning process in complex ways and they acknowledge their own responsibility in shaping these variables in a positive way in the language classroom. Implications of our research include the localized investigation of these variables, the possible roles of teachers as well as the relevant theoretical background of these variables that should be present in teacher education in Hungary.

Facet definition and facet structures for measurement

Gergely A. Dávid

Eötvös Loránd University, Department of Language Pedagogy

Deciding on an appropriate facet structure is an extremely important task for the measurement specialist. As is well known, communicative foreign language competence is multi-dimensional (multi-faceted); thus, logical to say, the resultant test performance must also be multi-faceted. Researchers have identified many factors, facets of performance that affect the outcomes. It follows from this that tasks and raters cannot be the only factors in a productive skills-based test. The same is true for closed-ended items in objectively-scored tests: the facets of test-takers and items are unlikely to appropriately describe the test performance and yet, a wide range of analytical software only admit test-takers and items. The central question will be how an appropriate facet structure can be defined. Many-facet Rasch-Measurement (MFRM) was specifically designed to take multi-dimensional data, but, given different facet structures, different results might be arrived at. In this presentation two facet definition problems will be discussed, either being a good example. Both examples underscore the importance of knowing the relevant data very well, in a qualitative way, and only then move on to quantification. It will also be surveyed what there is to find out from the analyses with the software.

The role of input and output in second language learning: observation as a research tool for investigation

Brigitta Dóczi

Eötvös Loránd University, Department of English Applied Linguistics

There has been a long-running discussion over the role of input and output in second language learning. From Krashen's Input Hypothesis (1981), which advocated exposure to sufficient comprehensible input, to Long's Interaction Hypothesis (Long, 1985) proposing negotiation of meaning, input has always been viewed as an essential building block of language acquisition. However, in recent years the move from overreliance on input in the direction of interaction has also highlighted the importance of output and the need for productive knowledge in language learning. Swain's Output Hypothesis (1985) claimed that in challenging linguistic situations learners make more efforts to get their meaning across. Researchers and theoreticians today argue for combined input- and output-based instruction (Song & Suh, 2008; Swain, 1985, 2005; Uggen, 2012), but the extent to which each should be present in teaching is still under investigation. In recent years, the role of various types of input and output in terms of different proficiency levels has also attracted researchers' attention. Therefore, the aim of this talk is to define and discuss the theoretical and pedagogical relevance of the concepts of input and output supported by research evidence and present how an observational tool has been developed in an attempt to determine the extent to which teachers use input and output in the classroom. In a recent exploratory study, Dóczi and Csizér (2021) used a piloted observation scheme (Dóczi & Öveges, 2019) and collected data from 47 English lessons from around the country in the school-year of 2019/2020. The findings indicate that teachers used a great variety of input, while students' output was more limited. Most tasks were based on the course books used; however, there were fewer real-life tasks and our results pointed to a lack of balance between input and output. I hope to investigate this mismatch and how it could be overcome in secondary EFL education. It seems plausible that if teachers aim for a more balanced ratio of input and output, it might benefit language learners and lead to higher levels of proficiency.

EFL and career: 21st century skills for teachers and translators

Brigitta Dóczi

Eötvös Loránd University, Department of English Applied Linguistics

Réka Eszenyi

Eötvös Loránd University, Institute of Language Mediation, Department of Translation and Interpreting

In recent years we have seen a change with regard to the role of universities in equipping their graduates with the necessary skills to survive on the job market of today. This is all the more challenging because the skills expected of young people to live and work in the 21st century are quite complex and demanding. Coming from two foreign language related departments and institutes of Eötvös Loránd University (one of us is an EFL teacher trainer while the other a translator/interpreter trainer of English and other languages), we would like to compare and contrast what skills and competencies are likely to be useful and crucial for future EFL teachers and translators/interpreters after they graduate. In our talk we aim to give a brief review of the recent literature on the professional, pedagogical and technological expectations facing our alumni, touching upon important terms, such as autonomy, critical thinking, English as a Lingua Franca, computer-assisted translation, machine translation and soft skills, just to name a few. At the end of our talk we would like to initiate a discussion to explore how colleagues from other universities are tackling (or hoping to tackle) these challenges, looking for differences and similarities that might qualify students with a high degree of EFL knowledge and competence.

Validating a qualitative interview schedule on multilingualism and second language vocabulary attrition and maintenance

Hanae Ezzaouya

Pázmány Peter Catholic University

Second language vocabulary acquisition and maintenance play essential roles in the formation and solidification of the language faculties of L2 learners. While prominent research has been conducted in the fields of second language acquisition and attrition in the recent decades, little attention was paid to the Moroccan and Hungarian contexts. My Ph.D. project aims at exploring these contexts with focus on L2 vocabulary attrition. Three factors shall be investigated to detect L2 vocabulary attrition: factors of language knowledge and use, individual factors, and factors of input (Bardovi-Harlig & Stringer 2010). As part of this project, an in-depth qualitative interview will be conducted at both a Moroccan and a Hungarian university to explore the multilingual profiles of BA students whose L2 is English. My presentation describes the validation process of this qualitative interview schedule. The interview questions are formed based on Skutnabb-Kangas' (1990) four main criteria of defining bilingualism: origin, function, competence, and identification. Maykut & Morehouse (1994)'s general procedure for developing interview schedules, and Patton's guide (1990) for posing interview questions were employed in the design and validation processes. During my talk, the drafting and piloting phases of the interview, and the final categories of inquiry shall be presented.

The role of continuous professional development workshops in the techno-pedagogical skills development of teacher trainers: A case study in the Hungarian university context during COVID-19

Imre Fekete

Pázmány Péter Catholic University / Eötvös Loránd University

Rita Divéki

Eötvös Loránd University, Department of Language Pedagogy

University instructors' techno-pedagogical knowledge receives much attention in the current professional discourse. This research introduces a case study based on a workshop series organised by the members of the Language Pedagogy Department of a Hungarian university of the capital city, Budapest, for the techno-pedagogical development of the instructors owing to Covid-19-triggered emergency remote teaching and two additional remote teaching periods. Ten participants took part in the workshops and the study, including the two researcher-participants. Through semi-structured interviews, triangulated with the researcher-participants' field notes and personal communication, it was found that the members of the department welcomed the workshop series, especially because it was tailored to their needs. The first remote teaching period posed many challenges mainly centring around organising the classes and concerns about the validity of assessment, but because of the workshops, the instructors felt more secure to experiment with online teaching possibilities and were able to teach higher quality lessons. As per the second remote teaching period, participants also reported that the workshop series resulted in feeling a sense of community and that its affordances broadened their techno-pedagogical repertoire.

“Embracing blackness”: The attitude of white movie actors towards African American English

Ranyme Ghidhaoui

Eötvös Loránd University, Doctoral School of Linguistics

Storms of controversy have always surrounded entertainment media. The stereotypical representations projected through films are generally known for involving inaccurate portrayals of people, except, not quite manifest to the viewer, they may tacitly comprise misconceptions about languages/dialects. Associated with slavery and the underclass, African American English (AAE) has historically been perceived as a low-prestige variety spoken by delinquents and the least privileged. Unconventionally, actors of non-African descent have become users of AAE, a phenomenon Rampton (1997) describes as “language crossing”, however, they employ it only when playing “specific” roles. This issue was the cornerstone of my research which sought to investigate the implicit association between AAE and the profile of the white character employing it. Following a sociolinguistic analytical approach, a language attitude inquiry i.e., Societal Treatment Study (STS) was carried out in analyzing the speech of three white American actors using AAE. Based on the findings, it was demonstrated that AAE speech was implemented when the persona is a miscreant with propensity toward criminality, but “abandoned” when playing a positive character of respectable occupational/social identity. This was indicative of outsiders’ perpetuated disfavorable treatment of AAE i.e., non-native users who impressionistically regard it as an uncultivated substandard English dialect.

Exploring regularities and variation in experiencing concerns by ESL trainee teachers

Danuta Główka

Jan Komenski State Higher Vocational School

This paper focuses on a small-scale both quantitative and qualitative study examining the concerns faced by undergraduate English language student teachers taking their BA teacher training program. Sixteen prospective teachers were asked to write reflexive essays about their teaching concerns, before they started their teaching program, in October 2019, and at the end of their distance teaching internship in 2021. After completing their teaching practicum, the participants were asked to fill in a questionnaire with statements describing teaching concerns before and after their teaching practicum. The trainee teachers revealed a number of teaching-related concerns which were categorized by personal, inter-personal, and instructional themes. The findings indicate that on the one hand student teachers' concerns are highly complex and individual, and on the other hand, they show regularities. The comparative analysis of pre- and post- practicum concerns indicate a change in students' attitudes to the anticipated areas of professional incompetence and insecurity. The results show that the respondents were less concerned about teaching after their teaching practicum in all the distinguished categories, especially in the inter-personal sphere, encompassing perception in professional environment.

Connective items in the discourse of individual interpreters: A corpus-based examination of the discourse output of three Hungarian interpreters

Andrea Götz

Károli Gáspár University

While the individual styles of interpreters have received some sporadic attention in interpreting studies, the role of individual variation has not yet been explored in a systematic fashion in the relatively new field of corpus-based interpreting studies. Taking into account individual variation, however, is all the more important as the main goal of corpus-based studies is to derive generalisations about the properties of interpreted discourse. This study examines the discourse output of three male Hungarian European Parliamentary interpreters working from Hungarian to English, as well as from English to Hungarian with regard to the frequency of connective items (as a result, but, however, nevertheless, now, so, that is why, therefore, though, thus, well, yet; de, hanem, azonban, ezért, tehát, ugyanakkor, bár, így, mégis, viszont, hát). The English to Hungarian corpus contains 8017 words, 1 hour 18 minutes, the Hungarian to English corpus 6693 words, 52 minutes. According to the findings, the three interpreters use connective items in varying frequencies in comparison to each other, and between the two language directions. The findings of this examination underline the need to investigate interpreted discourse with a view to individual variation, as interpreted discourse cannot be treated as a monolith with homogeneous properties.

Motivations, effects, and outcomes of participation in shadow education in English language teaching

Gabriella Hegedűs

University of Debrecen

Multilingualism and multicultural teaching and learning are essential conditions for students to acquire the kind of openness, critical thinking and competencies needed to enter the global labour market of the 21st century with equal opportunities. In addition to the institutionalized school system, which has not gone through a change in terms of pedagogical attitudes (Einhorn 2015), there is a growing demand for non-formal, out-of-school courses that complement language learning and make students' learning process more effective. Shadow education has proved to be an effective and legitimate way of filling school gaps and providing academic support to language learners (Bray 2020). The present study aims to explore the international and Hungarian literature on shadow education, which is widespread in Hungary but has little literature (Varga 2015), by presenting the characteristics of the phenomenon and highlighting its shortcomings. To explore the issue, we present the factors that are formulated by students and families in private education as motivation, experience, expectations towards the private language teacher, and the impact related to shadow education in the framework of quantitative research carried out through survey data collection (N 140). Based on our results, there is a correlation between participation in shadow education and language learning motivation, confident language use, and social mobility. After presenting the results of the research, the author draws conclusions that can help to reveal the characteristics of this less visible phenomenon, as well as highlights the importance of factors whose emphasis on school language teaching could make language teaching more effective within formal education. The results obtained on the basis of limited sampling cannot be generalized, but they provide an opportunity to gain insight into the hidden depths of the phenomenon of shadow education.

Complexity and Grice's Cooperative Principle

Éva Illés

Eötvös Loránd University, Department of English Applied Linguistics

The paper aims to revisit Grice's (1975) Cooperative Principle (CP) and argue that the CP represents an emic perspective and a complexity approach to the notion of context. Contrary to common misconception, the CP is not a set of rules. It, rather, represents the commonsensical logic language users apply when engaging in communication. Instead of identifying what constitutes context as a schematic construct, the CP comprises maxims in reference to which certain elements of a situation are made relevant for meaning making in particular instances of language use. Since each stage of an interaction presents new information which alters the current contextual setup of the interlocutors, the context in the language user's mind keeps changing throughout the interaction. By checking, among others, against Larsen-Freeman's (2012) list of principles of complex adaptive systems (CAS), the paper demonstrates that the Gricean framework of context can indeed be conceptualised as a CAS.

Supermotivators in language education: an interview study with international English major students on their FL teachers' extraordinary motivating agency

Csaba Kálmán

Eötvös Loránd University, Department of English Applied Linguistics

Recent years of FL motivation research have produced a surge in publications related to the pedagogical aspects of motivation (Lamb, 2017). An increasing number of studies conducted on the teacher's motivational influence (see e.g., Henry & Thorsen, 2018; Sugita, McEown, & Takeuchi, 2014; Wong, 2014) have provided evidence that the teacher's role is more salient in L2 motivation than has been demonstrated so far. Several of these studies concluded that "some individual teachers express more agency than others in developing their learners' motivation, despite working in similar contexts" (Lamb, 2017, p. 14), which is indicative of some implicit motivational constituents that some teachers possess. Lamb, Astuti, and Hadisantosa (2016) describe one of these constituents as persistent willingness and ability to empathise with learners, and Lamb (2017) refers to it as responsiveness, defined as "the personal quality of empathy ... built up over years of practice, which defines the successful motivator" (p. 15). While the theoretical underpinnings of explicit motivational strategies are conceptualized and ample evidence exists to prove their importance, both theoretical considerations and empirical research revealing the implicit motivating agency of teachers with extraordinary motivating agency—whether it is induced by empathy, responsiveness, charisma, inspiration or other characteristics—is especially meagre (see e.g., Bolkan & Goodboy, 2014; Lamb & Wedell, 2015). This presentation fills the above niche by investigating what language teachers' extraordinary motivating agency encapsulates for 16 international English major students at a Hungarian university. As the interviewing is ongoing at the moment, preliminary results can be expected by the end of June 2021. The results of the study might possibly contribute to the above niche in applied linguistics, and inform in-service teachers and teacher trainers by raising awareness of the teacher's implicit motivating impact as well as highlighting those constituents that account for extraordinary motivating agency in language teaching.

Stage and theatre as educational spaces

László Katona

Eötvös Loránd University, Department of English Applied Linguistics

The session offers an insight into applied theatre activities in the English classroom. Applied theatre is an umbrella term coined to describe the social relevance of theatre and theatre-based activities reaching beyond the scope of traditional theatre, the activities are applied in various fields of life. Applied theatre embraces the following activities: drama in education, theatre in education, theatre in prison or prison theatre programmes, community theatre, and theatre in healthcare. Theatre and stage are considered to be educational spaces on various grounds, out of which the main focus will be on disciplinary issues deriving from the breach in social interest as in Adlerian individual psychology. According to Alfred Adler, the individual's level of connectivity to society is expressed by the social interest, i.e., the drive that people need to develop to belong to somebody. Adler claims that people need the social interest to lead a healthy life. If this social interest is breached, the individual may turn to mistaken goals of behaviour (undue attention, misguided power, revenge, assumed inadequacy). Besides clarifying the terms applied theatre, social interest, mistaken goals of behaviour, the paper will highlight what behaviour patterns appear in the classroom as consequences of mistaken goals of behaviour, whereas solutions will be offered through various theatrical forms that can be applied in the English classroom. Findings of now more than 15 years of experience into English language theatre activities show that stage is not only a perfect space of education but also a perfect tool to trigger the development of social interest while also to foster linguistic development and command of the English language. Theatre-based activities are also ideal educational devices to promote the understanding of the importance of performing skills in every walk of life. Another aspect of applied theatre activities is the issue of role-taking of both partakers in the classroom: teachers and students.

Investigating technology-mediated lexical applications and Vocabulary Learning Strategies used by EFL learners in Myanmar: A pilot study

Thet Oo Khine

Eötvös Loránd University

Advancements in technology have created opportunities in EFL teaching and learning. With the availability of technology-mediated lexical applications, vocabulary instruction should take into consideration changes in the way learners learn vocabulary and their use of vocabulary learning strategies (VLS). This pilot study aimed to validate a questionnaire based on Ma's (2017) framework, Gu's (2013) VLS taxonomy and Nation (2020). It also intended to investigate the use of technology-mediated lexical applications and VLS of EFL learners in Myanmar as well as examining the problematic aspects of vocabulary knowledge for learners. The initially-designed questionnaire was completed by 95 English-major students from a university in Myanmar. With SPSS software, Cronbach's alpha, descriptive and inferential statistics were calculated to analyze the data. Results revealed that students' use of technology-mediated lexical applications and VLS are rather high. Regarding the vocabulary knowledge, receptive knowledge was found to be more problematic than productive one in all aspects. Overall, findings suggest that effective vocabulary learning strategies should be incorporated with the use of technology to increase learners' vocabulary knowledge.

An EFL learner's development in metacognitive listening strategy use and listening performance: A Dynamic Systems Theory

Thet Oo Khine

Eötvös Loránd University

Dynamic Systems Theory (DST) approach could reveal individual variations by allowing us to trace how learners' language competence develops during its interaction with other variables in a complex learning system (De Bot, Lowie, & Verspoor, 2007). Many studies in the field of listening strategy have been carried out with traditional research methods. The present study aims to explore the developmental trajectories of an EFL learner's metacognitive listening strategy use and listening performance as well as investigating the dynamic correlation between the two variables, using DST. An EFL learner from Myanmar was given the metacognitive strategy training for seven days and his listening strategy use and listening performance were examined every two days over two weeks. For data collection, First Certificate English listening practice tests were used to assess the learner's listening performance and Metacognitive Awareness Listening Questionnaire (Vandergrift, 2006) for listening strategy use. Data was analyzed using dynamic systems techniques including moving min-max graph, smoothing function, variability, Monte Carlo technique, and moving window correlation. Results indicated non-linear developmental patterns in the listening strategy use and listening performance and dynamic correlations between the variables. Findings can provide EFL teachers with some insights into the interaction between metacognitive listening strategies and listening performance in a dynamic system and some pedagogical implications in developing EFL learners' metacognitive listening strategies and listening performance.

Japanese women's desire for English: ESL Dôzoku and Identity-In-The-Making

Jelena Košinaga

University of Szeged

Recent decades have seen a great interest in the research on Japanese women's desire for the West, both romantically and professionally (Piller & Takahashi, 2006). It is needed to revisit the research in the current framework of gender-related studies and linguistic anthropology to assess whether Japanese women's existing imagery, as the consumers of Western products, still prevails or differential interpretations of their desire for English emerged. This paper comes from a critical ethnographic study based on the interviews and fieldwork observations of the desire of a group of young Japanese women whose desires for English subvert the tendencies of the homogenizing social arrangements, depicted through the Japanese concepts of dôzoku and ibasho . It aims to understand the circumstances these women encounter upon their decisions of not belonging to a specific dôzoku, what their pursuit for 'ideal selves' (Dörnyei, 2020) entails, and what the novel forms of desire are that emerge out of their 'rebellious' against the traditional principles of uchi (home, in-group). The paper posits that the novel interpretations of desire can be divided into external, internal, and neutral, all of which indicate an assessment of Japanese women's identities as either fluid (Norton, 2013), in-the-making, or conflicted and plastic in that regard.

A dictionary of legal collocations: the why, the how and the what

Tomasz Michta

University of Bialystok

In today's era of globalisation and growing economic and cultural exchange, a strong command of legal English is becoming a much sought-after skill. In order to acquire it, a person needs to become familiar with legal English terms, but also with typical words that tend to co-occur with them (collocations). While there is a considerable number of legal English teaching materials that focus on terminology, the same can hardly be said of collocations. This imbalance can also be seen in the number of scholarly publications that investigate either legal terms or legal collocations. The overarching aim of the paper is to make a case for compiling a dictionary of legal English collocations. The first part will address selected features of legal English collocations which pose difficulties for native and not-native English speakers. Examples will be given to illustrate the nature of these word combinations and to argue that they are an interesting object of study in and of themselves. Next, a survey will be carried out of how they are treated in selected English dictionaries. This will be done to investigate whether or not existing lexicographic works may be considered sufficient sources of collocational information. The final part of the paper will outline an ongoing lexicographic project. By focusing on legal collocations used in judgments of the UK Supreme Court, this corpus-based study is intended to go some way towards filling the gap left by existing dictionaries.

Language policy, planning and language pedagogy? The connection between these constructs: a theoretical rationalization

Enikő Öveges

Eötvös Loránd University, Department of English Applied Linguistics

What are language education policy and planning? How, if at all, do they differ from language pedagogy? Bárdos (2000), for example, regards the latter as a discipline studying language education, but in others' views, these two fields do not overlap: education policy decisions also appear at the first level of the process, isolated from subsequent elements that can be directly linked to language pedagogy (Medgyes, 1986). Together with other Hungarian examples, international literature reflects similar trends (Ellis, 2000; Prahbu, 1987; Pütz et al., 2001) when discussing language teaching. As a move on, language policy is often used interchangeably with language planning (Szépe, 2001), most often to regulate official language use and as a conscious and intentional intervention (Hornberger, 2006; Ricento, 2006). So how shall we accept the versatility of these constructs? In the presentation, this major research aim is to be achieved: through the theoretical background, we will try and clarify how language policy, language planning and language pedagogy are related, and how they can be less precisely interpreted in different ways. We will discuss how language education policy and planning can be seen as consciously developed and intentional intervention systems, and language pedagogy in relationship to their implementation.

The challenge of classroom management in lower secondary school: The case study of Takeo Province, Cambodia

Linda Phal

Pázmány Péter Catholic University

Foreign language teaching is currently in transition in Cambodia. While the language of instruction is Khmer, English is becoming increasingly important, instead of French, and it is seen as the language of prosperity. The Ministry of Education, Youth and Sport took several steps to improve English instruction from lower secondary to upper secondary, for example, they published new course books and trained teachers. However, their goal is hindered by the Cambodian teachers' lack of general teaching skills. In this conference, I intend to present the results of my previous research project, which focused on teachers' lack of classroom management and the factors influence in various subjects. The classroom observations showed that classrooms are overcrowded and students were poor at reading, misbehavior and often absent. The main factors are insufficiencies in lesson preparation and teaching practice, that led to the difficulty of students' understanding and concentration. Based on these findings, I will draw some conclusions on the challenges of language teaching, and I will also outline my research plan which will focus on possible factors influencing the teaching of the four basic language skills in EFL classes in Cambodian lower secondary schools.

Emotions in English language learning: A study on achievement emotions

Katalin Piniel

Eötvös Loránd University, Department of English Applied Linguistics

In educational psychology, Pekrun's (2006) control value theory of academic achievement emotions has been used to investigate the link between a wide range of emotions and academic self-efficacy appraisal, that is the perceived level of control the learner feels in connection with learning a specific subject. Following up Shao et al.'s (2019) call to adopt this framework in SLA research, the present study set out to investigate, beside anxiety and enjoyment (e.g., Dewaele, 2005, 2010; Dewaele & MacIntyre, 2014, 2016), a variety of academic achievement emotions in the context of learning English in Hungary and their relation to language learners' self-efficacy. A quantitative study was devised, where 1152 secondary school learners from 11 schools across Hungary filled in a standardized questionnaire tapping into language learners' feelings of enjoyment, pride, hope, boredom, anxiety, shame, and apathy, as well as their self-efficacy beliefs. Correlational analyses were used to establish the strength of the connections among the variables, and linear regression analysis was used to see to what extent the measured achievement emotions explain the dependent variable of self-efficacy. Findings suggest that control appraisal largely depends on the prospective outcome emotions of hope and anxiety and the retrospective outcome emotion of pride.

Distance learning during the Covid-19 pandemic: The experience of ELTE SEAS students

Francis Prescott

Eötvös Loránd University, Department of English Language Pedagogy

The Covid-19 global pandemic has had a profound effect on all aspects of life in countries around the globe. Education, in particular, has been profoundly affected in many countries, including Hungary. Since the middle of March 2020 secondary and tertiary education has been conducted online in the form of distance learning and this situation is ongoing in the case of the students of ELTE. This paper will report on a small-scale qualitative study of students at ELTE SEAS asking about their experience of distance learning over the spring and autumn semester of 2020. An online questionnaire consisting of 17 open-ended questions was filled in by 129 students and in-depth qualitative interviews were carried out online with eight students. The main focus in both cases was on the challenges of distance learning and how the students had dealt with them. The paper will present initial findings which have emerged from the data and look at possible implications for improving the experience of distance learning for both students and teachers. A further question which will be addressed is what features of distance education can be used to enhance learning when face-to-face classes are again possible.

Tunisian university teachers' and students' perceptions regarding the status of English, language policies and the ways to promote English in higher education: Preliminary results

Aicha Rahal

Pázmány Péter Catholic University

There are controversial issues in Tunisian higher education. There are calls for preserving the French language since Tunisia is a francophone country, on the one hand, and the promotion of English because it is the language of science, technology and research, on the other hand. Another issue refers to the fact that researchers and students are obliged to conduct their research in English, such as publications, presentations in conferences, etc., but all their courses and training programmes are in French. Many issues could be raised here. Daoud (1996) points to one of these, admitting that Tunisia's language policies are arbitrary and uniformed. He further states that most of language policies in Tunisia are implemented following a top-down approach and they neglect the role and the needs of teachers, students, parents and linguists. It also seems that there are no clear regulations to encourage the promotion of English in higher education. The main focus of this presentation is to point to the mismatch between what Tunisian teachers and students need and the regulations. This presentation aims get a panoramic view of how Tunisians perceive English and language policies. In other words, this study will investigate, on one hand, the status of English in Tunisia. It will shed light, on the other hand, on Tunisians' attitudes towards promoting English in language policies. It addresses these research questions: 1) What are Tunisian university teachers' and students' perceptions towards the uses of English and the reasons behind using it in higher education? 2) What are Tunisian university teachers' and students' perceptions towards the promotion of the status of English and its use as a Medium of Instruction in higher education? To find answers to these research questions and to achieve the objectives of this study, a questionnaire will be used as the primary data collection material. The presentation will begin by giving an overview of the sociolinguistic profile in Tunisia, policies used to promote English and studies on language attitudes concerning the status of English. The discussion will turn to the central concern of the study. It will present the recent perceptions regarding the status of English and its promotion in higher education based on the preliminary results of the questionnaire. It will then end with some recommendations for language education policy in Tunisia.

The translation of conceptual metaphor of fear in English into Indonesian and Turkish: A comparative study

Hyunisa Rahmanadia

Eötvös Loránd University

Siti Sa'Diah

UIN Sultan Maulana Hasanuddin Banten

In cognitive linguistics, conceptual metaphor is known to reflect the human's thinking process. Thus, the translation of the conceptual metaphor itself is challenging due to its cultural-bounded lexical. This research compares the conceptual metaphor of fear in an English text and the translation in Indonesian and Turkish. The aim of the research is to show how a conceptual metaphor of fear in English is transferred to Indonesian and Turkish translation. The data was taken from an international bestseller novel, 'The kite runner', written by Khaled Hosseini, and the translation in Indonesian and Turkish. The equivalent word of fear that the writer used to find the conceptual metaphor is ketakutan in the Indonesian language and korku in Turkish. This is qualitative driven research conducting in-depth analysis from the data collected. As a result, five conceptual metaphors of fear are found in the source text, namely FEAR IS SOUND, FEAR IS VISIBLE ENTITY, FEAR IS PAIN, FEAR IS STUFF, and FEAR IS TASTE. In translation, it is revealed that some of the conceptual metaphors are translated faithfully for both languages, and some have undergone reconstruction to meet the target language criteria. This result shows that universal metaphor is applied in the languages with the proof that the same metaphor can be transferred in the target languages. Moreover, this paper also shows how these three languages see the emotional concept of fear in a different way of thinking.

Developing in-service training for EYL (English for Young Learners) teachers in Indonesia: The role of local contextual factors

Al Ikhwan Fadqur Rohqim

STIKes Widyagama Husada (Health Science College)

The teaching of EYL in Indonesian elementary schools relies on the existence of each class and subject teacher. Consequently, the English teacher plays a pivotal role, has the responsibility to be a role model and is the only provider of language exposure to the students. Contrary to global trends, however, a current central government decree, issued in 2013, lowered the status of English from a compulsory content subject to an extracurricular subject, which decision now places a heavy burden on schools and teachers, because the central government does not provide an official curriculum anymore. Yet, regardless of the current policy, due to the demand of the students' parents and the immense impact of globalization, several studies reported that English is still taught in elementary school. As a result, more shortcomings have come to the forefront in the teaching of EYL, especially in providing quality teaching and training teachers. To address these issues, this study is intended to develop an in-service training program for EYL teachers. Taking local contextual factors into account (central government policy, society's demand and school initiatives), this training is projected to equip the teachers with basic English instruction, speaking exercises and activities. This is meant to be a short-term solution to the problem, but a future -more long-term and sustainable teacher professional development will be necessary.

The use of the audiobook as part of digital literacy in EFL context: an analysis of Indonesian students' perception

Asmi Rusmanayanti

Eötvös Loránd University

Digital literacy is an emerging concept, and the term is still very much contended. It means the ability to understand and use technology that relates to find, use, and create information online in a helpful way. It can also mean knowing the limitation of technology and understanding the hazards and precautions required of the technology used. In the EFL context, there are many applications or tools to support the students in learning English. One of the ways is using audiobooks. This qualitative empirical research focused on the students' perception of the use of the audiobook. Twenty participants randomly chose and shared their opinions after using the audiobook out of the regular class—the data was based on an open-ended questionnaire and was analyzed using content analysis. Most of the students mentioned it was their first time using the audiobook; 95% preferred fiction stories and had varied learning methods while listening to audiobooks. 32% mentioned the biggest challenges were unfamiliar words and staying focused for a long time. The students agreed that they could learn a few language skills or components simultaneously in a new way, e.g., learned good pronunciation while boosting their vocabulary or listening to the audiobook while reading the script, if any.

Production of request speech act strategies by EFL Syrian students

Maya Saoud

Eötvös Loránd University

The present study investigates the pragmatic knowledge of EFL learners using request strategies. The subjects were first year students with intermediate level of proficiency in the English major at a Syrian university. The data collection instruments which were employed in the paper were DCT (discourse completion tasks) and role-plays. Learners' responses were analyzed using taxonomy of request strategies provided by Blum-Kulka, et al(1989). The students had good linguistic level that sustained their efforts to form polite requests correctly and therefore to show their pragmatic knowledge. Regarding request strategies, the results revealed the learners' tendency to utilize negative politeness strategies while dealing with those of higher social distance and power and they mixed between negative and positive politeness strategies with those of lower or same social distance and power. Moreover, the conventionally indirect strategy was the most common strategy elicited from the data of the Syrian EFL students. The study emphasized the importance of teaching pragmatic to EFL students at early stages in order to enhance the production of request speech act and other speech acts and avoid pragmatic failure while dealing with people from other cultures.

Factors English teachers consider in decision-making

Jasmina Szdovska

Eötvös Loránd University

Zsuzsanna Soproni

International Business School

Making decisions about the English language teaching process requires critical thinking, wide background knowledge, experience and concentrated effort. How we go about making these decisions can have a profound impact on our students' experiences of learning and their success in acquiring the language. This small-scale qualitative research provides three case studies of English teachers who are interviewed about their decision-making. The teachers who are interviewed are three non-native-speaking teachers of English with different backgrounds in terms of education and teaching context. The guided interviews aim to explore how teachers make decisions about the lesson plan and syllabus and how they make the split-second, on-the-spot choices that they are faced with in the classroom. Finally, participants reflect on the follow-up conclusions they make after the lesson. In subsequent studies, a comparison can be made of these results with a set of native-English-speaking teachers in order to identify what factors different teachers rely on in their decision-making process.

Students' experiences with foreign language anxiety during an international E-tandem project

Krisztián Simon

University of Pécs

Daniel Schug

Université Paris Nanterre

This study analyzes how students' foreign language anxiety (FLA) is impacted by participation in an e-tandem project. FLA affects a substantial number of language learners and can have a particularly debilitating effect on speaking abilities (Gkonou, 2018; MacIntyre, 2005); it may stem from test anxiety, a fear of others' negative evaluations or communication apprehension (Horwitz, Horwitz & Cope, 1987). E-tandems can be a promising tool to reduce FLA, as they provide opportunities for authentic language practice and remove the inherently asymmetrical teacher-student dynamic (Liu & Huang, 2011; Vassallo & Telles, 2006). Students at the University of Paris Nanterre (France) and the University of Pécs (Hungary) completed several e-tandems, in English, in which small groups of students worked on activities together. In the end, approximately 78% of the respondents reported that their confidence in their English speaking abilities increased as a result of the tandems. A closer look at the data reveals that a complex set of elements influences FLA during exchanges; internet connection issues, assessments regarding accent, and one's feelings about learning English represent a sampling of factors that affect one's willingness to speak. This presentation explores these factors in greater detail and discusses implications for e-tandems in language learning.

Teachers' attitudes towards the use of L1 and translation in the English as a foreign language (EFL) classroom: the Kazakhstani context

Aidana Smagul

Eötvös Loránd University

From the second half of the 20th century, and to this day, monolingual or English-only teaching has been assumed as the best approach to teaching English within ELT (English language teaching) literature and research. Recently, however, there has been an increasing recognition that mainstream ELT theory does not necessarily reflect teaching practices on the ground (Artar, 2017; Cook, 2010; Hall & Cook 2012). Therefore, it seems important to understand the actual views of English as a Foreign Language (EFL) teachers on bilingual teaching. The present paper aims to explore the attitudes Kazakhstani teachers hold towards the use of L1 and translation in EFL classroom. To fulfill this goal, a 5-points Likert scale questionnaire was designed and randomly administered to 100 practising EFL teachers at Kazakhstani schools. The results offer clear evidence of a positive perception of L1 and translation use within EFL classroom, and reveal school curriculum, colleagues, teaching materials as the main factors which influence teaching practices. The findings of the study suggest that the extent of L1 and translation use in EFL classroom depends on both teachers' and students' English language skills. Consequently, the study provides teachers with vital data on the proper use of L1 and translation in EFL classrooms.

Using Netflix, Instagram and TikTok for EFL learning – secondary school students' opinion

Boglárka Spissich

Eötvös Loránd University

Social media and online streaming services are very popular nowadays amongst teenagers. On these sites, they can watch movies or series, or they can interact with people from all over the world in form of likes, comments, messages or videos. These platforms, however, are designed in English; thus, while students engage in any of these activities, they also have the opportunity to practise their language skills. To explore whether secondary school students find the usage of such sites beneficial, a quantitative study was designed. The questionnaire created for the purpose of the study was sent out to one Hungarian secondary grammar school, from where 100 replies arrived, from 12- to 19-year-old students. Results show that teenagers indeed use these applications quite often, most frequently in English. Intrinsic motivation is a factor that affects the time spent on these applications; however, parents and teachers do not have an influence on their motivation. When divided into two groups; those who have been learning English for more than 5 years, and those who have been doing so for a shorter period of time, some significant differences were identified, mainly in noticing their improvement. In the presentation, descriptive data as well as main differences will be discussed.

Strategies in English academic writing: Indonesian graduate students' experiences in the Hungarian higher education

Dedy Subandowo

Pázmány Péter Catholic University

This conference paper examines strategies of Indonesian graduate students' L2 English academic writing in the Hungarian higher education context. The topic presented to this event is designed to be a PhD pilot study. More specifically, it focuses on students' writing process when fulfilling the task of writing a high-stakes essay. The study proposes two research questions. 1) What strategies do Indonesian graduate students employ when writing essays? 2) To what extent do these strategies help them improve their essays? In order to answer the research questions, this study applies a semi-structured interview focusing on students' experiences when writing essay assignments. The data have been collected from seven Indonesian MA and MSc students enrolled at three Hungarian universities in Budapest. The audio-recorded interviews have been transcribed, translated into English, coded and categorized. Preliminary studies indicate that Indonesian graduate students consider online-based platforms as a fundamental strategy to improve their academic paper.

Emotional Intelligence in higher education

Nóra Németh Tartsay

Eötvös Loránd University, Department of English Applied Linguistics

Digital Literacies have been in the focus of higher education since the outbreak of COVID19. Students and lecturers have been trying to adapt to new technologies and online teaching, and after the first hectic months, the emotional consequences of the alternative educational practices. This workshop focuses on the theoretical definitions and the practices of dealing with Emotional Intelligence as a digital skill in higher education.

An investigation into teachers' attitudes towards information communication technology (ICT) in language teaching in primary schools in Vietnam: A pilot study

Hoan Vuong

Eötvös Loránd University

Information communication technology has created a massive impact on every aspect of life, including education. There has been an increasing number of training sessions on ICT integration in teaching and learning at both central and local levels in Vietnam with an aim to equip teachers with ICT skills and update them with the latest digital applications. However, teachers' attitude toward ICT is considered a predictive factor in ICT usage. This study firstly aims to validate the 8-construct instrument designed based on version 6 of the Teachers' Attitudes Towards Computer (TAC) (Christensen & Knezek, 2009) and secondly investigate teachers' attitudes towards the ICT integration in language teaching at primary schools in the Vietnam context. To reach the research goals, the initial 73-item questionnaire was randomly addressed by 202 language teachers at elementary schools. The data were analyzed via SPSS Statistics 22.0 for Windows. Descriptive analysis, independent-samples T-Test, One-way ANOVA, correlation, and regression analyses were conducted to address four research questions. As a result, the instrument was demonstrated to produce high reliability and can be used for future studies. Additionally, multiple results regarding the description of teachers' attitudes toward ICT, relationships among attitude scales, and differences in attitudes of various teacher groups of ages, teaching experience, job status, school area, and prior training on ICT use were reported in detail.

'It's like I have a switch': Identity shift in a Hungarian English major from Vajdaság/Vojvodina

Thomas A. Williams

University of Szeged

Proceeding from work by Bruner (1987) and Fougère (2008) on the construction of identity through self-narrative, the paper will present findings from a longitudinal study of a Vajdaság/Vojvodina Hungarian student in/graduate of a BA programme in English Studies at the University of Szeged. The participant represents an especially salient group for Hungarian higher education, and for the University of Szeged in particular, due to its ever increasing number (Kincses & Nagy, 2019). Two semi-structured interviews over two years apart provide rich and nuanced signs of numerous aspects of identity change. Themes explored in the data include: sensemaking (the process of an ever changing understanding of an ever changing identity); a sense of belonging with a focus on insiderness and outsiderness, competence and role fulfilment, and centre and periphery dynamics; questioning and learning about the self; and development and change, including heterotopias and the 'third space', and dwelling in-between. The findings may well have implications for foreign language learners, teachers, administrators, teacher trainers, educational policymakers, coursebook and other materials designers and anyone involved in the foreign language learning and teaching enterprise, which is by definition an experience marked – and enriched – by multiple cultural and linguistic identities.

Dynamic development of self-assessment and L2 writing

Attila Miklós Wind

Eötvös Loránd University, Department of English Applied Linguistics

Self-assessment (SA) has been found to promote second language (L2) writing development (Birjandi & Tamjid, 2012; Zheng et al., 2012). However, previous studies adopted a pre-test-post-test research design providing a single snapshot of the relationship between SA and L2 writing development. Recent theories to second language acquisition (SLA), such as the Complex Dynamic Systems Theory (CDST), suggest that SLA is dynamic and nonlinear (Larsen-Freeman, 1997). Therefore, this study adopted a CDST approach to investigate the development of SA and L2 writing. 11 English as a foreign language (EFL) university students composed 10 argumentative essays during an Advanced Writing course at a university in Budapest. The participants were asked to self-assess the quality of their essays using a rubric. This study found that the participants improved the accuracy of SA from the first to the last measurement points. However, the trajectories of SA accuracy showed peaks and dips between the first and the last measurement points. Furthermore, the essays contained shorter sentences at the last measurement point indicating that the writers focused on clarity in writing (Wallwork, 2016). This study also has pedagogical implications by demonstrating the usefulness of SA in L2 writing development.

Clustering secondary school EFL learners based on their L2 learning motivation

Anna Zólyomi

Eötvös Loránd University

Dávid Smid

Eötvös Loránd University

Understanding L2 learning motivation has been at the forefront of applied linguistics research given its impact on L2 learning achievement. While there have been many studies establishing cause-effect relationships between different motivational variables, few have focused on exploring potential groups of L2 learners. This is unfortunate given that such research can form the basis of pedagogical intervention. We conducted a large-scale questionnaire study (N = 1152) involving secondary school EFL learners from all over Hungary. The data were subjected to cluster analysis. The results showed that there were three latent subgroups underlying our sample in terms of L2 motivation. The members of Group A had highly developed future L2 selves; those of Group B had moderately developed ones; those of Group C possessed a strong ideal L2 self, but an ought-to L2 self of a moderate strength only. We found significant differences among the members of the three groups with respect to their investment of effort in L2 learning, autonomous behavior, L2 self-efficacy, and emotional experiences as well. Our study sheds light on the interrelationships between the motivational, cognitive, and emotional characteristics in EFL learners' profiles. The pedagogical implications of our study include both the sustainment of L2 learners' L2 vision as well as the fostering of a positive classroom atmosphere.

E-mail addresses of the presenters

Ágnes Albert albert.agnes@btk.elte.hu	Gabriella Hegedús gabcsi.hegedus@gmail.com	Daniel Schug dschug@parisnante.fr
Duha Alsayed Ahmad alsayedahmad.duha@gmail.com	Éva Illés illes.eva@btk.elte.hu	Krisztián Simon simon.krisztian@pte.hu
Carlos Alvarez caalvarezllere@gmail.com	Csaba Kálmán csabakalman73@gmail.com	Aidana Smagul asmagul160894@gmail.com
Wijdene Ayed wjdnayd@gmail.com	László Katona katona.laszlo@btk.elte.hu	Dávid Smid smiddavid7@gmail.com
Chadi Bakhta chadibakhta.ens@gmail.com	Thet Oo Khine thetoo@student.elte.hu	Zsuzsanna Soproni zssoproni@ibs-b.hu
Erzsébet Balogh balogh.erszebet@arts.unideb.hu	Kurt Kohn kurt.kohn@uni-tuebingen.de	Boglárka Spissich s.bogi07@gmail.com
Andrea Burai buraiandi93@gmail.com	Jelena Košinaga jmilosavljevic87@gmail.com	Jasmina Szadzovska jasminaszadzovska@gmail.com
Jiejun Chen chenjiejun813@gmail.com	Tomasz Michta t.michta@gmail.com	Dedy Subandowo dedy.subandowo@gmail.com
Kata Csizér weinkata@yahoo.com	Enikő Öveges oveges.eniko@btk.elte.hu	Nóra Németh Tartsay nemeth.nora@btk.elte.hu
Rita Divéki divekirita@gmail.com	Linda Phal phallinda9@gmail.com	Hoan Vuong hoanvuong@student.elte.hu
Gergely A Dávid david.gergely@btk.elte.hu	Katalin Piniel brozik-piniel.katalin@btk.elte.hu	Thomas A. Williams thomas@lingo.u-szeged.hu
Brigitta Dóczi doczi.brigitta@btk.elte.hu	Francis Prescott prescottfrank@gmail.com	Attila Miklós Wind wind.attila@btk.elte.hu
Réka Eszenyi reszenyi@caesar.elte.hu	Aicha Rahal aicharahal00@gmail.com	Anna Zólyomi pancsi.zolyomi@gmail.com
Hanae Ezzaouya ezzaouya.hanae@gmail.com	Hyunisa Rahmanadia hyunisa@student.elte.hu	
Imre Fekete fekete.imre@btk.ppke.hu	Al Ikhwan Fadqur Rohqim fadqur@widyagamahasada.ac.id	
Ranyme Ghidhaoui ranymeghidhaoui@gmail.com	Asmi Rusmanayanti indonesia.asmi@gmail.com	
Danuta Główka danuta.glowka@pwsz.edu.pl	Siti Sa'Diah siti.sadiyah@uinbanten.ac.id	
Andrea Götz drgoetz.a@gmail.com	Maya Saoud mayasaoud86@gmail.com	