UZRT 2018

Empirical Studies in Applied Linguistics
Zagreb, Croatia, June 15, 2018

Book of abstracts

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An Investigation of Personal Pronouns in Croatian GFL Learners' Argumentative Texts

To date, corpus-based research has attempted to explore various linguistic features, their specific functions and interactional dimension in different foreign language (FL) contexts. Specific writer/reader visibility features seem to be of special interest because of their multifunctional nature. There has been extensive research on personal pronouns, especially on the first-person singular/plural pronouns *I* and *we* in various EFL contexts (Dutch, French, Finnish, Swedish, Norwegian, Taiwanese, Chinese, Japanese, Russian) and genres (e.g. Hyland, 2002; Ädel, 2008 in academic writing; Pacquot et al., 2013 in argumentative writing).

The present study attempts to contribute to this line of research by focusing on the use of personal pronouns in the argumentative writing in the Croatian German as a Foreign Language (GFL) context. It aims at investigating (a) the frequency and accuracy of the nominative personal pronouns used in argumentative texts written by GFL learners, (b) the discourse functions these personal pronouns fulfil, and (c) the possible reasons for the overuse, underuse or misuse of the nominative personal pronouns.

The study draws on a corpus comprising 48 texts written by GFL learners at B2 level. The nominative personal pronouns used in argumentative texts were analysed using corpus tools (e.g. Sketch Engine, WordSmith). The preliminary results of the quantitative data analysis show that Croatian GFL learners use the first-person plural pronouns *wir* and the third-person singular pronoun *er* more frequently than the other nominative personal pronouns in their argumentative texts. Moreover, the qualitative analysis conducted reveals that Croatian GFL learners tend to misuse the third-person singular pronoun *er* in argumenative writing.

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Cultural elements in English language coursebooks

The aim of this research was to investigate the cultural elements of the target language culture and other cultures incorporated in the Helen Doron English coursebooks. These coursebooks are a part of the learning materials for over two million students in more than thirty countries all over the world, Croatians included. Considering the fact that it is a globally used method, it should contain the elements of both English and different L1 cultures. This assumption is aligned with a number of researchers' claims that students should be exposed to both target-culture elements as well as elements from their own culture (see e.g. Vickov, 2012). Furthermore, researchers noticed a shift in the presentation of the cultural elements in consecutive series of both German and English language coursebooks developed in Croatia (Andraka, 2014; Petravić, 2010). Since only a few studies dealt with the HD method, we decided to investigate one specific element and that is the coursebook content in terms of the presentation of the culture. Our research goal was twofold. We wanted to explore (1) the presence of the cultural elements of the target language culture and other cultures and (2) the change in consecutive editions of the coursebooks. We analysed *Paul Wards's World* (ed. 2006) and *Teen Talent* (ed. 2012) coursebooks series used in teaching the courses of the same name. Since each course contains four coursebooks, we analysed eight coursebooks in total. After the qualitative analysis of the coursebooks in question, our results suggest that there are elements of both the target language culture as well as many other cultures, but the L1 culture was not incorporated in the investigated series. We also noticed a positive shift in the presentation of the cultural elements in the two examined series of coursebooks.

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Croatian-English bilingual children with Special Language Impairment: a case study on morphological and syntactical errors

For the Croatian language, there is very small body of research on bilingual children, and no published research on bilingual children with Special Language Impairment (SLI). This case study partly replicates a larger study that compared morphological and syntactical patterns of the spoken Croatian language of children with typical language development with those having a specific language impairment (Hržica and Lice 2013). Our case study involved two bilingual children with SLI. They were 1.5 year older than the participants form Hržica and Lice's study, they were Croatian-English successive bilinguals with SLI, and they were educated in English (one participant for 4 and the other for 5 years). The aim of this study was to describe the levels of morphological and syntactic acquisition of the bilingual participants with SLI and compare the number and types of their errors with results of monolinguals with SLI in the previous study. Our assumption was that the Croatian language loss in the two bilinguals would be demonstrated by shorter utterances, fewer number of words, less variety of grammatical forms and sentence types, and by frequent code-switching.

The data collection processes included eliciting oral narration by using the same pictorial template (Mayer 1969). The oral narratives were audio recorded, and data were transcribed and processed in the CLAN program. The findings show no substantial differences between the two bilinguals with SLI and the ten monolinguals with SLI regarding the number and types of morphological or syntactical errors. A comparison between Croatian and English morphosyntactic levels for each participant would give more insight into patterns of bilingual development and language-specific challenges of children with SLI, which invites for further research.

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Building visions and expectations in language teacher education: A study of Hungarian and Turkish pre-service EFL teachers

While theories and methods of reflective teaching have now become an integral part of language teacher education programmes across (and beyond) Europe, the focus of much reflective activity is still confined to language teachers' past experiences and the knowledge or beliefs derived from these. Recent research on language teacher motivation (Dörnyei & Kubanyiova, 2014) suggests, however, that exploring and shaping the *visions* and *expectations* of language teachers is an equally important task for teacher education, as the mismatches between their expectations and job realities are one of the main causes for teacher attrition and burnout (Lampert, Burnett, & Davie, 2012). In pre-service programmes such future-oriented reflective activity plays a key role in building realistic and evidence-based visions and expectations and in developing both the skills and attitudes necessary for maintaining one's own motivation for teaching.

The aim of my presentation is to support these arguments through a set of belief-statements collected from two groups of Hungarian (n=12; n=18) and one group of Turkish (n=17) pre-service EFL teachers as part of their professional coursework. In this reflective activity, each participant had the chance to formulate short written statements through sentence-starters focusing on language teachers' roles, tasks, and professional development—some of these geared specifically towards expectations regarding the perceived difficulty of language teaching and pre-service teachers' visions of themselves as language teachers. By looking at emerging patterns across the three participant groups, I will draw attention to Hungarian and Turkish pre-service teachers' tendencies to construct self-handicapping expectations and visions about their responsibilities in the profession, and also suggest ways of deconstructing such detrimental beliefs through further individual and communal reflective activities.

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Do young learners use discourse markers?

As discourse markers (DMs) have been recognised as important elements of natural speech, there has been an increasing number of studies of their use by adult speakers. However, native and non-native children's use of DMs has been largely ignored, with a few notable exceptions (e.g. Choi, 2007; Romero-Trillo, 2002), which is surprising as pragmatic competence is essential for speakers of all ages. In Croatia, for example, the proposal of the National curriculum for English requires learners at the age of 10 to be able to plan a conversation, connect elements of the text using simple structures, retell a sequence of events and use basic turn-taking mechanisms, all of which is supported by DMs.

The present study investigates the use of DMs by 15 Croatian EFL learners aged 10-11, in their 4th or 5th year of learning. The research is based on a small corpus consisting of the learners´ performances in a picture-based narrative task and answers to simple questions about their everyday lives. The participants also completed a questionnaire assessing their attitudes to learning English and their exposure to it in the out-of-school context. The analysis demonstrated that the children did use English DMs to structure their narratives, though at a rather low frequency and with a tendency of using a limited range of these units. However, the qualitative analysis confirms a prevailingly correct use of DMs with respect to their functions, which points to the children´s awareness of the pragmatic characteristics of DMs. The results of the questionnaire indicate no correlation between the learners´ attitude and exposure to English and their use of DMs. The findings lead to the conclusion that young EFL learners have developmental potential for DM acquisition, which points to the need for establishing a framework for systematic teaching of English DMs to young learners.

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Multilingualism in Croatian education: Can we think outside the box?

Promotion and maintenance of multilingualism, as a means of promoting the understanding and communication, is one of the landmarks in the EU language policy. Thus, the importance of learning different languages has been emphasized in many educational policies at the European level. New pedagogical (plurilingual) approaches focus on the development of learners' multilingual awareness and multicultural sensitivity taking into consideration the diversity of learning contexts and learners' linguistic backgrounds.

Croatia has had a long history of foreign language learning. However, the majority of learners in Croatian classrooms have the same L1 (Croatian) and foreign languages are generally taught as strictly separate school subjects. Acknowledging Garcia's (2014, p. 96) claim that only adding more languages to a curriculum is not an efficient way of promoting multilingualism and multiculturalism, we are interested into the realistic possibilities for creating 'softer' boundaries between the languages in the curriculum (see Cenoz & Gorter, 2015) in the Croatian context.

The study looked into primary EFL teachers' and learners' attitudes to bringing other languages into the English language classroom. More specifically, through the use of a multilingual picture book we were interested in the pedagogical potential of a multilingual picture book as perceived by 30 teachers and 60 learners. The multilingual picture book 'The Subway Sparrow' (Torres, 1993/2012) was presented and read to both learners and teachers and it was followed by a short task that called for reflection upon lexical items in three different languages that appeared in the story book. The reactions and attitudes to the story book and the follow-up task were collected through a questionnaire.

The results showed that attitudes to multilingual picture books were generally positive and that the pedagogical potential was recognized by both teachers and learners. However, the results pointed to a narrow conceptualization of multilingualism rarely transgressed the borders of English as the target language.

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Exploring Hungarian English Majors' Identity Construction

In this qualitative interview study I investigated Hungarian English majors' identity construction while using English and Hungarian in their daily life. I explored how learning the symbolic system of English influenced the way the participants saw reality and how they used their imagination to identify with a real or an imagined community (Kramsch, 2009). I also studied their subjective experiences of language learning and how they projected their feelings, expectations or fears onto the new language and became aware of their L1 and L2 thoughts, feelings, and their body (Kramsch, 2009). By learning a new language and by conforming to the underlying cultural conventions, the participants gained symbolic access to a new community, providing them with new opportunities. Consequently, accessing a new language and a new community gave them symbolic power that they would otherwise not possess (Butler, 1997). Finally, I explored the reasons why they made investments in language learning, which was also an investment in their own social, cultural and linguistic identity (Norton, 2013).

Interviews were made with 38 first-year English majors studying at the University of Pécs in Hungary to collect data for this inquiry. Qualitative content analysis was performed on the transcribed interviews to reveal both patterns and idiosyncrasies in the data sets. The results were in line with Kramsch's (2009) findings that those participants who embraced the novel experiences rendered by English were aware of their L2 identity whereas those students who perceived the new language as a threat to their L1 identity did not report changes in their identity. The interviewees associated learning English with metaphors such as rebirth, growing up or playing a role. For some students using either English or Hungarian was a unique way of self-expression associated with particular feelings and thoughts. Finally, the majority of the interviewees observed several changes such as acting, speaking, or thinking differently when they used their various languages.

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Attitudes to English and Motivation to Continue Learning English in a Tertiary Education Setting

With English being the primary language of international (business) communication and an academic lingua franca, it is surprising that Croatian students in tertiary education generally demonstrate low levels of motivation to continue developing their (professional) English competence. Aiming to improve our understanding of the situation in tertiary and ESP contexts, the study investigates attitudes toward English and the motivation of intermediate and advanced speakers who are required to pursue Business English as a compulsory part of their university studies. Approximately 700 Croatian students of business and economics responded to a questionnaire based on earlier sociolinguistic and L2 motivation research in the socio-psychological tradition. Invested effort, a measure related to motivated behaviour, was used as a criterion. Descriptive and inferential analyses were performed to identify the attitudes and types of motivation present in the sample, as well as their correlations and predictive strength. The study produced several interesting findings. For example, the results of correlation and hierarchical analyses revealed that attitudes to English did not make a significant contribution to effort, while instrumental motivation reflecting past/present benefits most strongly predicted motivated behaviour. Generally speaking, the findings provide insights into attitudes and motivation of learners of English for specific purposes in the contexts where opportunities to use English for academic and professional purposes are somewhat limited. Based on the findings, we finally outline several implications for teaching English in tertiary education settings.

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What I learned from designing modular blended learning language skill development courses

Blended learning (BL), as an educational model combines face-to-face and online solutions to improve the learning environment (Holmes & Gardner, 2006), has its roots in constructivist learning theory (Conrad & Donaldson, 2011). The findings of my previous projects (Simon, 2014; Simon & Kollárová, 2016; Simon, 2017) pointed to the following: adding an online element to traditionally face-to-face language skill development courses is possible, there are identifiable benefits in the changed learning environment, such as learner generated content (Dowling, 2013), the beneficial role of the learning management system (LMS) (Vance, 2012), and the BL experience is possibly closer to the technological socialization of the now 18-21-year-old digital native generation. However, these projects had an important drawback. As BL was mostly used to provide increased practice opportunities for students, it was an added element to the face-to-face sessions and not integrated into the overall course in a more organic matter. The current project aims to provide a solution for this issue by applying a modular approach, using the LMS to create topic-based skill development units (McGreal, 2004), to the BL model. The research was conducted in two Listening and Speaking Skills (L&SS) courses at the Institute of English Studies at the University of Pécs with first year English major participants. The face-to-face sessions focused on practice and social language usage opportunities while the online lessons allowed students to reflect on a number of topics and apply the strategies learned in class to solve problems and have discussions at their own pace online. Three groups of students between 18 and 25 years participated in the two-semester-long project. Four sets of data collection instruments were used to provide an overall picture of the experiment; student activity level measurements, weekly online feedback questionnaires on *Edmodo*, end-of-term questionnaires and a focus group interview. The results revealed key areas such as the level of required teacher presence in online engagement, potentially motivating tasks, underlying reasons that cause fluctuation in activity levels, learner experience and preferences.

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The Application of Objective Measures of Text Difficulty to Language Examination Tasks

Language examinations and tests have long claimed both the stability and the comparability of their levels, but oftentimes such claims have not been backed up by empirical evidence. Concerning tests of reading comprehension, one important aspect of test level is the difficulty of the texts used for measurement. Determining the level of a text, however, is often a qualitative exercise, even when level-relevant CEFR descriptors are considered. In this presentation a set of objective measures of text difficulty and readability will be presented by applying them to a set of texts from a variety of language tests, all claiming to be at the same CEFR level. The study focuses on the comparative analysis of texts from B2 level English sample reading tasks of four major commercial exam providers in Hungary (BME, ECL, Euroexam, Origo) as well as of the advanced level of the Hungarian school-leaving exam, which is also officially recognized as representing level B2. In the course of the analysis, various measures of *Coh-Metrix*, a system of objective readability indices are used. With the help of Coh-Metrix indices concerning narrativity, syntactic simplicity, word concreteness, referential cohesion, deep cohesion, and L2 readability, the difficulty measures of the texts are compared and differences are examined for statistical significance. While this analysis cannot claim to determine whether the tests in question measure reading ability at the same level, it is capable of revealing whether there are any significant differences among the texts used in the examinations designed to measure the same CEFR level (B2).

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Change in feedback practices and its influence on students' essay-writing skills – an action research

Many vocational high school students in Croatia take the advanced level English language exam within the State Graduation Exam (Matura). Despite preparations for the exam, their results show weakness in essay-writing skills.

The action research undertaken aimed to answer the following: What type of feedback do students find useful and motivating for improving their essays? Did feedback consisting of metalinguistic notes and student-teacher conferencing influence their essay-writing skill? For accuracy, multiple sources of data were collected (Mills, 2003) and triangulation of data was ensured through the initial Student Questionnaire (c.f. Komadina, 2014), students' essays (with feedback and conferencing), essay retake, and students' evaluation of the intervention.

The initial questionnaire distributed to 58 students established their preference of direct feedback, followed by metalinguistic feedback and conferencing with the teacher, while strongly objecting to mere underlining errors, i.e. indirect correction. Therefore, the teacher's intervention comprised metalinguistic feedback on essays followed by student-teacher conferences (see Nagode, Pižorn & Juriščević, 2014). For motivational purposes, students were encouraged to submit the corrected essay and possibly achieve a higher mark (see Vizek-Vidović et al., 2003). Students' evaluations of the intervention showed that such feedback was effective for improving their essay-writing skills for the majority of students. This was checked and confirmed in their re-submitted essays. By correcting their errors, students claimed to have become more reflective in terms of understanding their errors. Proof of that is a high number of corrected errors on the retake essays. Still, there are traces of using the "avoidance strategy" in correcting errors (see Kleinmann, 1977; Perkins & Larsen Freeman, 1975). Finally, students were consistent in their initial claim that rewriting the essay would contribute to their knowledge of English and help them with the Matura exam, only six students stating that a higher mark was their only motivation. The defined action research contributed to the practice of giving feedback to students' essays, improving essay-writing skills, motivation for writing and establishing positive student-teacher communication. The process however, proved rather time-consuming for the teacher.

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Tell me a story about learning to teach

The Hungarian Teaching English as a Foreign Language (TEFL) program is a competency-based system according to Government Decree no. 15/2006. (IV.3.), issued by the Ministry of Education, on the conditions of graduate and master's level. Nine teaching competences have to be acquired by student teachers and ought to be implemented in teaching portfolios at the University of Pécs (UP), Hungary.
 The talk focuses on the pivotal moments which determined novice teachers' decisions about their profession and the teaching competencies that participants found essential during teaching.
The research is embedded in the framework of the Hungarian competency-based education system (Juhász, 2016; Nagy, 2014), focusing on teaching competences (Mulder et al., 2009; Richards, 2011). The study relies on data collected from narrative interviews according to qualitative research methodology. The interviews focused on retrospective experiences, with the interviewer aiming to elicit narratives about the participants' teachers and teaching-learning processes. Convenience sampling was used. Sample consisted of three teachers who graduated in 2016 at UP. Research methodologies included narrative analysis (Mertova & Webster, 2012) and critical discourse analysis (Rogers, 2004).
Seven aspects (teachers' personality, favoritism, relationship with teachers, success, fear, negative attitude, and inspiration), as pivotal moments, were identified when examining the interviews. Findings show that success was the most pivotal factor according to elicited narratives in determining decisions about becoming a teacher. Results reveal how novices understood teaching competences in retrospection. All three participants highlighted stories about organizing learning process and improving students' skills and knowledge. The set of competences presented in the stories mirror novices strengths and weaknesses regarding the profession. Findings may contribute to the understanding of student teachers' and novice teachers' beliefs about the teaching profession and may support the application of their competences in the future.

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Frame markers and coherence in L2 argumentative essays

Academic literacy presupposes, inter alia, learners' ability to use their knowledge of language elements to form articulate texts. In communicative competence models this ability has been subsumed under the notion of discourse competence which includes the concepts of cohesion and coherence (Pavičić Takač & Bagarić Medve, 2013). While worldwide there is a substantial body of research on cohesion, whose findings typically point to overuse, underuse or misuse of connectors, coherence is generally under-researched. The present study is a step towards meeting the growing need to explore the relationship between cohesion and coherence more extensively.

Starting from the premise that constructing a coherent text entails the ability to use metadiscourse, namely "aspects of a text which explicitly organize a discourse or the writer's stance towards either its content or the reader " (Hyland, 2005:14), we first focus on frame markers, i.e. elements referring to discourse acts, sequences or stages (Hyland, 2005). The study aims at (1) analysing typical features and patterns of L2 learners' use of frame markers, (2) comparing EFL learners' to native speakers' choices, and (3) exploring the relationship between frame markers use, overall cohesion and coherence.

The corpus of the study includes 80 argumentative essays written by Croatian EFL learners at B2 level. Using corpus tools (e.g. SketchEngine) to analyse frame markers in learners' texts we have extracted numerical data which allow for comparisons and statistical analyses of the relationships between variables. Text cohesion and coherence are rated according to analytical rating scales containing two criteria for cohesion (appropriateness and range of cohesive devices used) and two for coherence (local and global coherence).

The results are presented and discussed from acquisitional and methodological viewpoints. Whereas the former focuses on characteristics of L2 writers' discourse competence, the letter addresses the advantages and disadvantages of the study's methodological approach to discourse competence.

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Students' difficulty and preferences assessment of L2 language skills

Development of the basic language skills is considered an important aspect of language acquisition, which can significantly be affected by learners' perceived competence and attitudes. Contradictory findings regarding the difficulty of language skills have been reported in literature (Berman & Cheng, 2010; Ishag et al., 2015; Jordan, 1997; Martinez-Flor & Usó-Juan, 2006; Zergollern-Miletić, 2007). It is even less known to which degree language skills' difficulty is related to corresponding learners' negative attitudes towards them. Therefore, the objective of this study was to determine how strongly the perceived difficulty is related to subjective dislike of language skills. Eighty-three female university students, whose L1 is Croatian, and L2 English, made difficulty and dislike/preference assessments (using 5-point Likert scales) for these L2 language skills: reading out loud, silent reading, listening, speaking, and writing. Listening and silent reading were considered the most preferred (M=3.75 and M=3.41) and the least difficult (M=2.08 and M=1.84), while speaking and writing were considered the most difficult (M=3.70 and M=3.66) and the least preferred (M=2.57 and M=2.54). The average correlation for the difficulty and preference assessments was: ρ=-.46 (SD=0.13). The more difficult the skill is perceived to be, the more students dislike it, to a moderate degree, which is to be expected. However, the largest (and significant: Z=-3.02, $p_{corrected}$=.03) difference in correlations between difficulty and preference was found for the two most difficult skills: the association was the lowest for writing (ρ=-.29, p=.009) and the highest for speaking (ρ=-.65, p<.001). Writing and speaking are both similarly difficult and disliked, but perceived difficulty of speaking is much more tightly related to its dislike in comparison to writing. This is a novel finding and implies that the processes underlying these assessments are probably different. We suggest that personality and individual differences are the factors to be taken into consideration in follow-up studies.

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An exploratory study into Hungarian EFL students' in-school and out-of-school learning behaviour

A recent all-encompassing report (Öveges & Csizér, 2018) has yielded intriguing results pertaining to the efficiency of Hungarian foreign language education, including a discrepancy between learners' self-reported motivations to learn a foreign language and their motivated behaviour as perceived by teachers. With an aim to explore the said discrepancy, the present study hypothesized that students are, indeed, motivated to learn English and are driven by intrinsic and integrative motives; however, due to the proliferation of accessible English language media and possible shortcomings of Hungarian foreign language education, they are more likely to hold out-of-school language use is more useful and relevant to the development of their proficiency. The study explored this motivational contradiction by comparing and contrasting learners' in-school or out-of-school motivation to learn English using Dörnyei's (2005) L2 Motivational Self System as its basis, with additional constructs such as learner autonomy and beliefs about implicit/explicit learning added to the equation. A questionnaire (N = 150) involving students aged 12-16 from a variety of Hungarian schools was used to collect data on the aforementioned constructs and the participants' out-of-school contact with English. Data analysis revealed that students are significantly ($p < .05$) more willing to expend effort outside the classroom than inside it, while it was also shown that they believe out-of-school implicit learning to be significantly more effective ($p < .05$) than in-school explicit learning. Interestingly, no significant relationship was found between the amount of learners' out-of-school contact with the English language and their motivation to use English outside the classroom for learning. The implications of the results are twofold: firstly, even in relatively unicultural settings like Hungary, there should be a shift towards tapping into English-language out-of-school activities in the classroom in English language teaching; secondly, considering the abundance of English language media surrounding today's learners, the concept of language learning autonomy should be reassessed.

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Learner beliefs on project and group work in EAP classes

Willingness or rather unwillingness to communicate is a key factor in the success of a seminar aiming to develop the speaking skills of participants. In this qualitative study I give a rationale for incorporating project work in developing EFL speaking abilities with advanced students. The participants of the study were 30 Hungarian students of English in their second semester at university. The students randomly formed groups of four or five to carry out a thirteen-week-long project in their Listening and Speaking Skills seminar. The project was semi-structured as a carefully designed weekly plan was prepared to help groups follow the same project schedule, but the aims, content and outcome of the project were negotiated with the students. As a result, the aim of the project was to introduce 'life' in the Institute of English Studies to future students. Based on the form of data collection techniques applied, the project was agreed to be a survey or encounter type, whereas based on how information is presented, it was a production type of project in which the outcome could possibly be a flyer, poster, video film or photo essay. The students were expected to present their projects in the last week of the semester.

Data collection instruments involved non-participant observation, focus-group interviews and an open-ended questionnaire to investigate how the project contributed to the speaking development of the students. Results imply that engagement in a meaningful cognitive activity in and outside the classroom contributed to a need for negotiating meaning and enhanced interaction among students, which are key factors in developing communicative competence, as well as facilitated learner autonomy and awareness in language development.

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On the nature of relationship between self-regulation and lexical competence

Although a well-established research field in education and psychology, self-regulated learning (SRL) has only recently been embraced by second language acquisition researchers (Collett, 2014). SRL is "an active, constructive process whereby learners set goals for their learning and then attempt to monitor, regulate, and control their cognition, motivation, and behaviour, guided and constrained by their goals and the contextual features in the environment" (Pintrich, 2000:453). This complex construct can be measured either as an aptitude (relatively fixed and stable in the learner) or an event (dependent on particular demands of a task).

Lexical competence, an equally complex, multidimensional construct can be defined in terms of the theoretical constructs of size, width and depth of vocabulary knowledge. These can be statistically measured by the corresponding behavioural constructs of lexical diversity, lexical density or productivity, and lexical sophistication (Read, 2000).

This study aims to research the nature of relationship between self-regulated vocabulary learning and lexical competence. The participants are 84 university students who take English for Specific Purposes as an obligatory course. Students' SRL of vocabulary is measured by means of Self-regulating capacity in Vocabulary Learning Scale (SRCVoc) (Tseng et al., 2006) which encompasses five underlying constructs: commitment control, metacognitive control, satiation control, emotion control and environment control. Participants' lexical competence is assessed on the basis of written texts they wrote as a course requirement for which lexical indices are computed.

It is hypothesised that students with a stronger self-regulatory capacity would have a higher lexical competence. Accordingly, the study's research questions are: (1) Is there a correlation between students' self-regulatory capacity for vocabulary learning and lexical diversity, density and sophistication of their writing?; and (2) Which of the SRCVoc constructs best predicts each of the indicators of lexical competence. i.e. a) lexical diversity b) lexical density c) lexical sophistication?

The results will be presented and their theoretical and practical implications discussed.

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Motivation in modern language studies

Majority of research on motivation in FL learning deals with English as the global language or LSP. As a result, there is less research in motivation dynamics within specific populations, specifically, among students of other modern languages to whom FL is their future profession. The aim of this study is the construction of a new type of questionnaire that investigates the dynamics of the process of FL learning at the university level. The research was conducted with Italian Studies students of University of Zagreb of all 5 years ($N = 173$). We used a mixed method approach for collecting quantitative and qualitative data with a questionnaire comprising of language learning biography and self-assessed motivation level at enrolment time and at the time of the research. Thirty-three questionnaire entries were adopted from existing motivation models, five entries inquired about participants' expectations from completed study and four open-ended questions asked about their motivation to enrol into the studies, the de-motivating factors, and their professional aspirations after graduation. The results show a medium level of motivation among participants with an overall decrease from first to the last year of studies, while factor analysis shows that 36% of the variance is explained by love for Italian language and teaching situation; two factors targeting intrinsic and extrinsic aspects of motivation. Qualitative analysis confirmed these factors and showed that their teaching situation, the organization of the studies and the university curriculum offering, was a dominant factor in the de-motivation. These results support the theory of motivation as a dynamic phenomenon that varies with time in intensity and orientation. We find that the participants are generally intrinsically oriented but that their motivation reduces with time. For this reason, we propose the presented questionnaire for investigating motivation of these specific populations, and a model that, in addition to the existing constructs, includes components assessing the satisfaction of the participants with the organization of the studies and the execution of the curriculum, and one that observes other affective factors as the attribution model, self-awareness, and expectations of the university programme.

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A qualitative study on Hungarian students' beliefs and perceptions of oral presentation skills

This qualitative study examined the role of self-confidence, debilitating anxiety, positive self-perceptions, technology use and openness for development by reporting findings from ten case studies. Research on the construct of oral presentations is fragmented both in professional and academic settings. Major challenges of making presentations are engaging the attention of the audience, dealing with arising questions spontaneously, communicating in a natural style and applying technology smoothly in presentations (Lehmann, 2015). Therefore, the mastery of presentation skills is crucial in one's professional career (de Grez, Valke & Roozen, 2009) in many fields.

There has been growing interest in exploring conference paper presentations among academics. A number of studies attempted to describe the discourse structure of paper presentations (Fernandez-Polo, 2014; Rowley-Jolivet & Carter-Thomas, 2005) or interactivity in presentations and the need to engage the audience (Webber, 2005).

There is no doubt that more research attention should be given to the development of oral presentation skills in academic contexts, therefore, the participants of this study were ten English majors at University of Pécs. Data collection by semi-structured interviews took place in the spring semester of 2016-2017 academic year. The scarce empirical studies published have shown the positive impact of instruction on performance and emphasize the role of multi-media and evaluation in the process (de Grez, Valke & Berings, 2010; de Grez, Valke & Roozen, 2009). Our findings support past studies on the role of anxiety and self-confidence, as well as the importance of strategy training in developing oral presentation skills. Participants reported to apply multiple strategies to improve their presentation skills. In contrast with in-class strategy training, opportunities for development are sought by spontaneously creating immersion-like learning environments such as imitating native speakers' lectures, applying multi-media language input and extensive reading in English. Students' anxiety seems to root in how to achieve logical structure and coherence in presentations, as well as feedback from audience. Topic and technology are not perceived as influential on the quality of their oral presentations, however, English majors are convinced that good oral presentation skills will be inevitable in their future careers.

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Comparing motivation of young EFL learners

The secret of how successful foreign language learning can take place has been investigated for a long time. Motivation is one of the most essential and dominant among the various individual differences which greatly affect the learning process (Dörnyei, 2005), therefore, it has been scrutinized for many decades in applied linguistics. Unfortunately, most motivation research has been conducted from an etic perspective and only some studies can be found showing a closer picture from an emic view in primary education.

The main aim of this study was to compare the language learning motivation of two grade 4 groups learning English in a Hungarian primary school context. These young foreign language learners have been taught by the same teacher for four years but the groups are from two different classes. The answers to six questions were sought to explore: what reasons young EFL learners have for learning; in what ways and to what extent the children's language learning motivation is similar and different in the two groups; what place English has got as a subject among school subjects; what tasks children find motivating in two classes; what the participants' attitudes towards learning English are like and how EFL learners make use of their English knowledge. Questionnaires, classroom observations, semi-structured interviews were carried out in order to collect the data. The participants of the study were a total of 30 young learners and the present research was performed by their language teacher. The findings indicated that all learners had positive attitudes towards English in both groups and these young EFL learners' motivation was significantly influenced by their other individual differences and the context of their learning.

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A truly special examination: A case study of a local exam development project

The Hungarian foreign language learning environment at the tertiary level is infused with the heightened tension between centrally mandated academic requirements and locally realized learning outcomes. In May 2017, a managerial decision at the Budapest Business School (BBS) commissioned a complex departmental L2 examination irrespective of resources. The primary aim of this case study was to outline an assessment framework that fits into the institutional context, is realistic about departmental L2 instructors' teaching practice and testing competence, and meets with student needs. Hence, our research questions were:

RQ01: What kind of assessment complies with the institutional regulations that govern the academic context at the BBS?

RQ02: What test tasks are L2 instructors prepared to develop based on their expertise and available resources?

RQ03: How do undergraduates relate to a new kind of assessment in general, and the proposed new tasks in particular?

In order to be able to answer these research questions, this mixed methods research builds upon three sources of data. First, a documents analysis to reveal the institutional rules and regulations. Second, an online survey tapping (a) instructors' language assessment literacy, (b) their willingness to collaborate in test development, and (c) their expectations about the test construct and administration. Third, student surveys and interviews to disclose language learners' perceptions of and preferences for language instruction and academic requirements. The participants of the surveys were 25 foreign language tutors, 199 second-year students, and another four undergraduate language learners were interviewed. The proposed test format was subsequently piloted in two study groups (N = 35). The results from descriptive statistics, factor analysis, as well as text analysis from interviews and surveys revealed that while advocating the idea of a local test, L2 instructors were unaware of fundamental concepts and an additional exam would be a daunting task outside their job description. At the same time, students indicated that they were already overburdened with the academic requirements. Despite the conflicting interests, in a follow-up workshop, the researchers managed to propose a test design which proved to be acceptable for the three parties involved. In this paper, we outline the classroom-based assessment tool comprising a spoken presentation and a writing portfolio in its ecology and evolution.