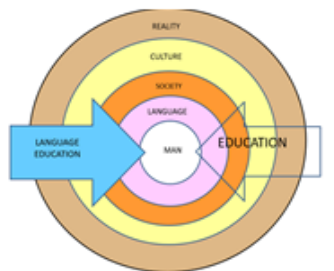




Gdańsk, 12-13 June 2017

UNIVERSITY OF GDANSK – FACULTY OF SOCIAL SCIENCES

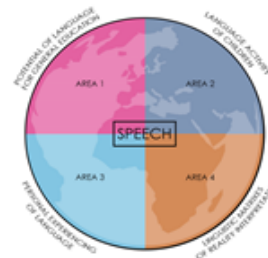
Division of Research on Childhood and School, Institute of Education
www.educationalroleoflanguage.ug.edu.pl



EDUCATIONAL ROLE OF LANGUAGE

Social and Cultural Determinants

Poland-Gdańsk, 12-13 June 2017



CONFERENCE PROGRAMME

Outline & plenary sessions

Day 1 – June 12, 2017 (Monday)

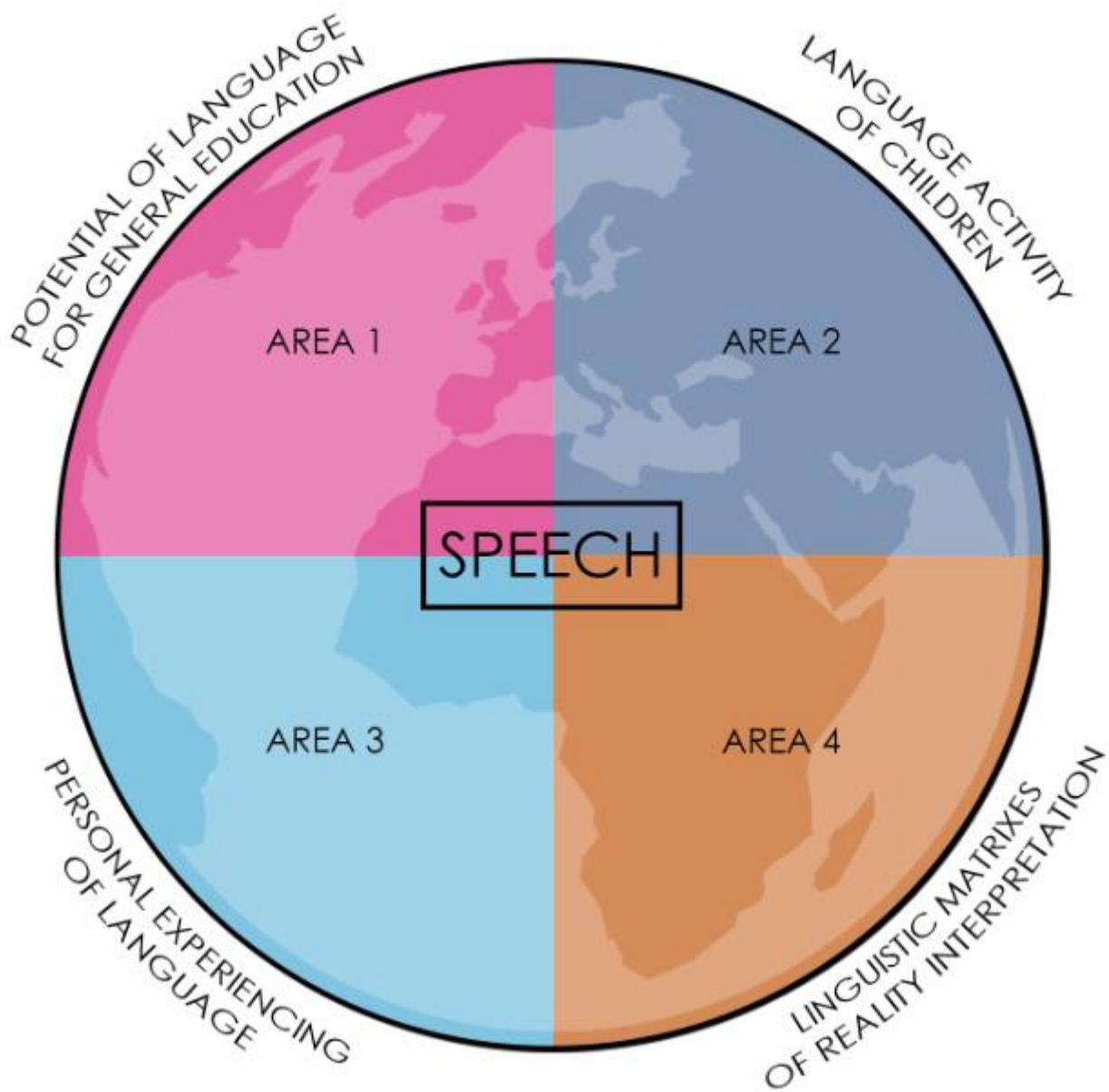
08.00-09.00	Registration (at the Faculty of Social Sciences – ul. Jana Bażyńskiego 4, 80-309 Gdańsk)
	Hall No S208
09.00-09.20	Opening of conference and welcoming of participants – university authorities
09.20-10.00	dr hab. Anna Wasilewska, prof. (Poland, University of Gdansk) – <i>Ekspansja paradygmatu lingwistycznego w naukach społecznych [Expansion of linguistic paradigm in social sciences]</i> dr Michał Daszkiewicz (Poland, University of Gdansk) – On the ERL framework and its direction
10.00-10.20	Prof. Deborah Zuercher – (Hawaii, University of Hawaii at Manoa) – <i>Teacher awareness of multilingual languages and learning in Hawaii</i>
10.20-10.40	Doctor Roderick Nielsen (Australia, Deakin University) – <i>Demystifying language: rethinking language awareness in teacher education</i>
10.40-11.00	Discussion
	Coffee break
11.30-12.00	Isaac Calvert (England, University of Oxford) – <i>Teaching in a sacred language: Hebrew educational terminology and its resulting pedagogical prescriptions</i>
12.00-12.30	Janice Myck-Wayne (USA, California State University) – <i>Meaning-focused elicitation of language as a means to mitigate language delays with kids with and without special needs</i>
12.30-13.00	prof. UJ dr hab. Monika Kusiak-Pisowacka (Poland, Jagiellonian University in Kraków) – <i>Developing intercultural competence in a foreign language classroom</i>
13.00-13.30	dr Michał Daszkiewicz (Poland, University of Gdańsk) – <i>Educational role of language – its scope and social complexity</i>
13.30-14.00	Discussion
	Lunch
14.30-16.30	GROUP SESSIONS (verte)
18.00	Dinner (Hotel Hanza, Tokarska 6, 80-888 Gdańsk)

Day 2 – June 13, 2017 (Tuesday)

09.00-09.20	Melanie Aplin, Leela Koenig (England, The English-Speaking Union) – <i>Oracy. Preparation for Life</i>
09.20-09.40	Otilia Sousa PhD, Hab., Dalila Lino (Portugal, Polytechnic Institute of Lisbon) & Magdalena Wawrzyniak-Śliwska, Martyna Piechowska (Poland, University of Gdansk) - Report on ERL Project: <i>Oracy in the school culture</i>
09.40-10.10	Paula Budzyńska (Poland, Nicolaus Copernicus University in Toruń), Sigríður Ólafsdóttir (Iceland, University of Iceland) – Report on ERL Project: <i>Productive language development in L1 and L2 among 9-year old pupils from teachers' perspective in Iceland and Poland. A comparative case study</i>
10.10-10.40	Chizuko Suzuki, PhD; Saki Kiyama (Japan, Nagasaki Junshin Catholic University) - <i>How 'Critical Thinking (CT)' is exerted in their English utterances by university students from six countries from worldwide in an online international project</i>
10.40-11.00	Discussion
	Snack break
11.30-14.00	GROUP SESSIONS (verte)
	Lunch
14.30-15.00	Round-up
16.00-20.00	Informal meeting on ERL NETWORK'S PROJECTS (Main University Library Room 1.22)

LANGUAGE BELIEFS – WHAT WE THINK OF LANGUAGE	LANGUAGE ACTIVITY – WHAT WE DO WITH LANGUAGE	LANGUAGE EXPERIENCE – HOW WE FEEL ABOUT LANGUAGE	LANGUAGE MATRICES – HOW WE PERCEIVE THROUGH LANGUAGE
SESSION 1 (A206)	SESSION 2 (A207)	SESSION 3 (A208)	SESSION 4 (A210)
Barbara Muszyńska – (Poland, University of Lower Silesia) – <i>Hermeneutic phenomenology as a method of (teacher) reflection on language issues in bilingual education</i>	Daniela Sorádová (Slovakia, University in Nitra) – <i>Teaching English Reading and Spelling in Native and Non-native Environment</i>	Aleksandra Olszewska (USA, University of Florida) – <i>Translanguaging: A Pedagogical Tool for Equity in Bilingual and Multilingual Education</i>	Maria Formosinho (Portugal, Portucalense University) – <i>Communication skills in young children: revising Piaget's concept of verbal egocentrism</i>
Paweł Scheffler, Mirosława Anna Domińska (Poland, Adam Mickiewicz University in Poznań) – <i>Pedagogic functions of foreign and native language in teaching English to Polish child learners</i>	Patman Antadze-Malashkhia (Georgia, Tbilisi State University) – <i>Loan-Words as a Source of Language Acquisition for Beginners (Persian-Georgian Relationships)</i>	Tess Maginess (Northern Ireland, Queen's University Belfast) – <i>Cyberlect in the Classroom: Dialogical approaches to languages</i>	Andrew Kurowski (England, University of Chichester) – <i>Language, culture and social class</i>
Susan Bennett, Bernice Mathisen (Australia, La Trobe University in Melbourne) – <i>Talking Matters Bendigo: Do parents and professionals talk the same language?</i>	Klauda Cempa-Włodarczyk (Poland, University in Rzeszów) – <i>Child with autism- of the combined work of foreign language teaching, oligophreno pedagogy and speech therapy in linguistic therapy</i>	Beatrice Isanda (Kenya, Kenyatta University) – <i>The Role of Kenyan Sign Language in Education of Children who are Deaf in Kenya</i>	Gerda Mazlaveckienė (Lithuania, University of Educational Sciences) – <i>Developing Students' Cultural Awareness through Foreign Language Studies</i>
Anu Gireesh (India, English and Foreign Languages University) – <i>Developing Critical Cultural Consciousness through English Language Textbooks</i>	Maria Teresa Mateo Girona (Spain, Complutense University of Madrid) – <i>How to Improve Descriptive Genre Writing</i>	Jens Haugan (Norway, Inland Norwegian University of Applied Sciences) – <i>Reflections on Polish students learning Norwegian</i>	Elżbieta Gajek (Poland, University of Warsaw) - <i>Wordless stories – reception of a digital text at early stage versus the need for language</i>
Michalina Rittner (Poland, International Centre of Education at Cracow University of Technology) – <i>Język polski jako narzędzie specjalistycznego kształcenia cudzoziemców. Trudności i sposoby ich pokonywania</i>	Agnieszka Rumianowska (Poland, PWSZ in Płock) – <i>Kształcenie językowe w kontekście międzykulturowości i wielojęzyczności. Z doświadczeń pedagogiki niemieckiej</i>	Natalia Banasik (Poland, University of Warsaw) – <i>Ironia nauczyciela skierowana do ucznia - jakie formy przyjmuje i jakie mogą być jej funkcje?</i>	Kinga Kuszak (Adam Mickiewicz University in Poznań) – <i>Związki frazeologiczne w interpretacjach dzieci i literaturze dla młodych czytelników</i>

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SESSION 5 (A206)	SESSION 6 (A207)	SESSION 7 (A208)	SESSION 8 (A210)
Martyna Jaskulska, Marta Łockiewicz (Poland, University of Gdansk); Angela Fawcett (England, University of Sheffield) – <i>Typical spelling errors made by Polish students of English – implications for educational practice</i>	Ewelina Kurowicka (Poland, The John Paul II Catholic University of Lublin) – <i>Developing language skills for preschool children</i>	Rahul Putty (India, Manipal University) – <i>English Mediation in Foreign Language Acquisition of Indian Students</i>	Sally Zacharias (Scotland, University of Glasgow) – <i>Knowledge about Language from a Cognitive Linguistics Perspective: A case study from the UK</i>
Alina Reșceanu, Monica Tilea (Romania, University of Craiova) – <i>Building an Education for Sustainable Development through foreign language teaching</i>	Anna Dąbrowska (Poland, University of Warsaw) – <i>Slang młodzieżowy jako element budowania wspólnoty w komunikacji szkolnej</i>	Giuli Shabashvili, Ketevan Gochitashvili (Georgia, Ivane Javakhishvili Tbilisi State University) – <i>Issues of Second Language Teaching Based on Critical Pedagogy Approaches for National Minorities (Georgian Case)</i>	Monika Wiśniewska-Kin (Poland, University of Łódź) – <i>Rozwijanie dziecięcego rozumienia świata w kulturze szkoły polskiej</i>
Urszula Majcher-Legawiec (Poland, University of Warsaw) - <i>Postawy nauczycieli wobec odmienności kulturowej. Prezentacja wyników badań pilotażowych przeprowadzonych w Małopolsce</i>	M. Dolores Ramirez (Spain Autonomous University of Madrid) – <i>Enhancing Language Education with Speech Technologies & L2 Prosody</i>	Anna Mańkowska (Poland, Adam Mickiewicz University in Poznań) – <i>Jak powiedzieć „szkoła” w tybecie po chińsku? Językowa różnorodność edukacyjna Chin.</i>	Melanie Aplin, Leela Koenig (England, The English-Speaking Union) – <i>International Dialogue: Benefits and Barriers</i>
Agnieszka Nowak-Łojewska, Wojciech Siegień (Poland, University of Gdańsk) – <i>Derived from silence. Children’s narrations about the world – Polish-Ukrainian comparative analysis</i>	Elena Kovacikova (Slovakia, University in Nitra) – <i>Methodological Support in Teaching Practice of Teacher Trainees</i>	Kristina Belanic, Eva Lindgren (Sweden, Umea University) – <i>Functional bilingualism and Indigenous language discourse in the syllabi of Swedish Sami</i>	Monica Tilea, Oana Dută, Alina Reșceanu (Romania, University of Craiova) - <i>To reflect or not to reflect reality: the case of foreign language textbooks in Romania</i>
Anna Babicka-Wirkus (Poland, Pedagogical Academy in Stupsk) – <i>Językowe i pozajęzykowe elementy dyskursu oporu</i>	Anna Nitecka-Walerych (Poland, University of Gdansk) – <i>Communication with students at physical education lessons</i>	Michał Daszkiewicz (Poland, University of Gdansk) – <i>Framework of ERL project ‘Speak or not to speak’ – reasons beyond students’ decisions</i>	Danuta Furszpaniak (Poland, Adam Mickiewicz University in Poznań) – <i>What does it tell the Teacher when students say ‘Aha’ and ‘That’s Good’</i>



Academics who have decided to co-operate under international projects come from the following countries:

Project 1: Bulgaria, England, Greece, Iceland, India, Japan, Poland, Portugal, Scotland, Serbia, Slovakia, Spain, Sweden, Wales

Project 2: Denmark, England, Greece, Hungary, Japan, Poland, Portugal, Republic of South Africa, Serbia, Spain, Sweden, Vietnam, Wales

Project 3: England, Greece, India, Japan, Lithuania, Northern Ireland, Poland, Rep. of South Africa, Romania, Serbia, Slovakia, Sweden, Turkey, Wales

Project 4: England, Poland, Northern Ireland, Norway, Slovakia

You can apply to join: <http://www.educationalroleoflanguage.ug.edu.pl/project-participant-form>

More information on ERL Network: <http://educationalroleoflanguage.ug.edu.pl/erl-network-0>