

## ERL – AREA 3: PERSONAL EXPERIENCING OF LANGUAGE RESEARCH PARTNERS

[order of (alphabetical) presentation: consultants/coordinators --> ERL Conferences participants --> others]



### **Michał Daszkiewicz, Assistant Professor**

POLAND, University of Gdansk, Institute of Education

**ERL:** coordinator, ERL Conferences co-organiser; Areas 3, 1 and 2; ERL Journal's editor-in-chief and Strand 2-3 Coordinator; ERLA founder and member

**Representative publication title:** *Expressing knowledge as a personal educational event / Personal experiencing of English by Poles*

**Primary research interests:** second language oracy; language educational incidents; gap between reception and production; personal experiencing of spoken English (across nations)

**Current project(s):** *Oracy in the school culture; Opportunities for productive language development within the classroom*

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### **Jens Haugan, Dr. art. / docent**

NORWAY, Inland Norway University of Applied Sciences

**ERL:** ERL I, ERL II, ERL III and ERL IV participant; Areas 1, 3, 4; ERL Network's coordinating team

**Representative publication title:** *"Language diversity in Norway and the question of L1 and L2"*

**Primary research interests:** Language education, Psycholinguistic aspects of teaching and learning a second language, Language diversity in the classroom, Language policies on national level and educational level, Spoken language (dialects) versus official written language(s), Status of languages and language ideologies, Language and the mind, Sociolinguistics, Pragmatics, Comparative linguistics, Attitude and motivation in language learning

**Current project(s):** *Language diversity in Norway and the role and status of the two official Norwegian written languages in school and teacher education.*

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### **Kristina Belancic, PhD student**

SWEDEN, Umeå University

**ERL:** ERL II participant; Areas 1 and 3

**Representative publication title:** *Discourses of functional bilingualism in the Sami curriculum in Sweden*

**Primary research interests:** Bilingual and Multilingual Education, Literacy and Oracy in Indigenous Education, Communication, Curriculum Theory, Syllabus

**Current project(s):** *Language use in Sami schools*

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**Isaac Calvert, Dr**  
OXFORD, University of Oxford

**ERL:** ERL II participant; Areas 1 and 3

**Representative publication title:** *Sacred Language, Sacred Teaching: Hebrew as Holy Tongue and its Effects on Pedagogy*

**Primary research interests:** pedagogy; philosophy of education; ethnography of education: anthropology of education; relationship between education and the sacred

**Current project(s):** *Education and the Sacred: Jewish Ideas of Holiness and the Dynamics of Teaching and Learning: A Case Study from Jerusalem*

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**Anu Gireesh, PhD Research Fellow (ELE)**  
INDIA, English and Foreign Languages University, Hyderabad

**ERL:** ERL II participant, Area 1, 3

**Representative publication title:** *Developing critical cultural consciousness through English language textbooks*

**Primary research interests:** developing multicultural awareness through English language textbooks, teacher beliefs and attitude, learner motivation

**Current project(s):** *educational policies of India to develop multicultural awareness; cultural elements present in an ESL textbook and recommending a tentative framework to develop cultural consciousness through English language textbooks*

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**Kamile Kamile Hamiloğlu, Assist. Prof. Dr. (Dr.)**  
TURKEY, Marmara University

**ERL:** ERL I participant; Area 3

**Representative publication title:** *Identity in Second Language Teaching Education*

**Primary research interests:** professional development in SLTE, Reflection in SLTE; Curriculum, Syllabus, and Material Evaluation design in SLTE and EFL; Critical thinking in SLTE and EFL; Neurolanguage

**Current project(s):** *research on professional development and identity in SLTE*

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### **Mohammed Naser Hassoon. MA, PhD candidate**

ROMANIA: Craiova University; from Iraq

**ERL:** ERL II participant; Area 3

**Representative publication title:** *If the main purpose of teaching a foreign language is to achieve communicative skills, is the teaching of literature still a valid option?*

**Primary research interests:** How can sharing principles of culture, religion, and history, human around the world through the gate of Literature. Quest for identity

I am currently pursuing my doctoral studies at the Faculty of Letters, University of Craiova, Romania during 2015-2018. American Literature

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### **Laura Kerslake, PhD candidate**

ENGLAND, University of Exeter

**ERL:** ERL I participant; Areas 1 and 3

**Representative publication title:** *Sharing talk, sharing cognition: meaningful classroom interaction as the basis for successful educational outcomes*

**Primary research interests:** collaborative and dialogic learning, the role of philosophy in primary schools as a way of improving children's oracy skills, Philosophy of Education

**Current project(s):** *understanding the Other in the learning process, editor of Theories of Teaching Thinking (forthcoming, Routledge), children's language skill acquisition through philosophical discussion*

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### **Anna Lyngfelt, Associate Professor**

SWEDEN, University of Gothenburg

**ERL:** ERL II participant; Areas 1, 2, 3

**Representative publication title:** *"Vem bryr sig?". Om undervisning i critical literacy och argumenterande multimodal samhällsinformation*

**Primary research interests:** democratic engagement, media, citizenship, literacy

**Current project(s):** *Reading between the lines*

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**Ewa Maciejewska-Stępień, dr**

POLAND, University of Warsaw

ERL: ERL I participant, Area 3

**Representative publication title:** *Towards the design of an intercultural syllabus*

**Primary research interests:** bilingual education, CLIL, immersion learning, intercultural communicative competence

**Current project(s):** *psycholinguistic foundations of bilingual education*

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**Tess Maginess, Dr**

NORTHERN IRELAND, Queen's University Belfast

ERL: ERL II participant; Areas 3 & 4; ERL Journal's editor

**Representative publication title:** *Cyberlect: Othered idiolects and their role in dialogical education*

**Primary research interests:** adult education, literature and language, imaginative and creative approaches to pedagogy

**Current project(s):** *building an international network to build an international intergenerational arts-based education project with 'othered' older and younger people.*

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**Janice Myck-Wayne, Professor**

UNITED STATES OF AMERICA, California State University

ERL: ERL II participant; Area 3

**Representative publication title:** *Meaning-focused elicitation of language as a means to mitigate language delays with kids with and without special needs*

**Primary research interests:** Very young children with special needs and their families, Language Development. Teacher Education and Inclusive Practices

**Current project(s):** *Using Memoirs as Alternative Texts, Inclusive Practices in Early Education*

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**Eva Reid, Mgr., Phd**

SLOVAKIA, University of Nitra

**ERL:** ERL I participant; Areas 3 & 4; ERL Journal's advisor

**Representative publication title:** *Intercultural aspects in teaching English at primary schools*

**Primary research interests:** development of intercultural communicative competences in English language education, teaching English to gifted pupils, teaching English pronunciation to different age groups

**Current project(s):** *Teaching Practice in the Centre of a Field Didactics, Field Didactics in the Centre of a Teaching Practice; Developing Trans-regional information literacy for lifelong learning and the knowledge economy (DIRECT); Contrastive analysis as an effective supporting method of teaching English pronunciation at primary schools*

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**Sarah Rimmington**

ENGLAND, University of Exeter

**ERL:** ERL I participant, Areas 1 and 3

**Representative publication title:** *Sharing talk, sharing cognition: developing meaningful classroom interaction as the basis for successful educational outcomes*

**Primary research interests:** collaborative and dialogic learning, the role of languages and narrative and literary texts in expanding learner perspectives and contributing to distributed cognition.

**Current interests/projects:** *use of literary and narrative texts in language teaching to increase learners' awareness and appreciation of the other*

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**Chizuko Suzuki, Visiting Prof. (Phd)**

JAPAN, Nagasaki Junshin Catholic University

**ERL:** ERL II participant; Areas 1 and 3

**Representative publication title:** *Searching for Clues to Fostering 3C Components of Japanese Students' Global Competence: Critical Thinking, Creativity and Collaboration*

**Primary research interests:** Impact of language on thinking, The effect of ICT for fostering critical thinking, Development of e-learning materials and system for fostering critical thinking competence

**Current project(s):** *Fostering Critical Thinking Competence Required for Collaborative Creation in International Projects*

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**Dragana Božić Lenard, PhD**

CROATIA, Josip Juraj Strossmayer University of Osijek

**ERL:** Areas 2 & 3; ERL Journal's lead editor & Strand 1-2 Coordinator

**Representative publication title:** *A redefined approach to student assessment based on their writing in ESP / Communication skills as a prerequisite for the 21<sup>st</sup> century engineer / Gender differences in political speeches*

**Primary research interests:** ESP/EAP methodology, knowledge transfer, communication skills, gender differences

**Current project(s):** *A redefined approach to students' assessment and foretelling students' success based on their writing in ESP*

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**Bozena Billerey, Senior Lecturer**

FRANCE, Toulouse Catholic University (Institut Catholique de Toulouse)

**ERL :** Area 3

**Representative publication title:** *Correcting the pronunciation of Polish students learning French as a foreign Language with verbo-tonal method. Learning by project in the modern language classroom.*

**Primary research interests:** Correction of pronunciation with verbo-tonal method in language classrooms. Comparative phonetics and phonology: Polish and French. Didactics of learning French as a foreign language. Learning by project in the modern language classroom. Action approach.

**Current project(s):** *Preparation of pedagogical tools for correcting the pronunciation of Polish students learning French*

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**Teresa Costa-Pereira, PhD Student**

PORTUGAL, University of Lisbon, Institute of Education

**ERL:** Areas 2 and 3

**Representative publication title:** *Compreensão na Leitura num manual de Estudo do Meio.*

**Primary research interests:** language education, read and write to learn, understanding expository texts

**Current projects:** Oracy in the school culture; Ler e escrever para aprender (reading and writing to learn)

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**Hannele Diehl, PhD student**

SWEDEN, Lund University

ERL: Area 3

**Representative publication title:** *Quite as a degree modifier of verbs*

**Primary research interests:** Linguistic expression of subjectivity and intersubjectivity, Usage-based (cognitive-functionally oriented) methods of teaching, Learner informal language

**Current project(s):** *Language utterances (as social, cultural and mental phenomena)*

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**Çiler Hatipoğlu, Associate Professor**

TURKEY, Middle East Technical University

ERL: Area 3

**Representative publication title:** *L2 apologies in Turkish; Culture, Gender and Politeness: Apologies in Turkish and British English; Analysis of the Social Meanings of the Second Person Pronoun SEN in Turkish*

**Primary research interests:** cross-cultural and intercultural communication; pragmatics; corpus linguistics; sociolinguistics; electronic language; speech acts; interlanguage; acquisition of pragmatic and sociolinguistic competence; metadiscourse; teaching English and Turkish as second/foreign language; discourse analysis; sociophonetics; language testing and assessment

**Current project(s):** acquisition/learning of Turkish as a foreign language in the study abroad context (SAC); interlanguage; the impact of culture on the learning of foreign languages; written and spoken metadiscourse; language assessment literacy of future language teachers

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**Ljiljana Knežević, PhD**

SERBIA, University of Novi Sad, Faculty of Sciences

ERL: Area 1 & 3

**Representative publication title:** *The Influence of Orientation and Perceived Language Competence on ESP Students' Willingness to Read*

**Primary research interests:** EAP/ESP methodology, learning transfer, oral presentation and other academic skills development, course design

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**Vesna Lazović, PhD**  
SERBIA, University of Novi Sad



**ERL:** Areas 1 & 3

**Representative publication title:** *"Changing perspectives: Towards alternative assessment in foreign language learning at tertiary level"*

**Primary research interests:** ELT/ESP methodology, intercultural communication, language transfer, self-assessment

**Current project(s):** *The Fostering University Support Services and Procedures for Full Participation in the European Higher Education Area - FUSE TEMPUS Project*

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**Solzica Popovska, Prof., PhDs**  
MACEDONIA, Cyril and Methodius University



**ERL:** Area 3

**Representative publication title:** *Poetry Translation Dilemmas*

**Primary research interests:** English for Specific Purposes, translation, Transformative Learning, humanistic methods in ELT

**Current project(s):** *Possibilities of fostering emotional intelligence as a generic competence in translation and interpreting students*

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**Violeta Stojicic, PhD**  
SERBIA, University of Nis



**ERL:** Area 3

**Representative publication title:** *Crosslanguage research on encoding coextension paths in English (L2) to Serbian (L1) translation: an empirical study*

**Primary research interests:** Systemic Functional Linguistics, Text Linguistics, Lexicology, Cognitive Linguistics, Contrastive language studies

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**Vinh To, Dr**

AUSTRALIA, University of Tasmania

**ERL:** Areas 1, 2, 3

**Representative publication title:** *Applying Halliday's linguistic theory in qualitative data analysis*

**Primary research interests:** Applied and educational linguistics, systemic functional linguistics, English, TESOL and languages education

**Current project(s):** *Early language learning in Australian and Vietnamese early childhood contexts; Languages education in Tasmanian primary and secondary schools; Teacher' use of Asian Literature in Tasmanian primary and second schools*

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