

Second Language Learning and Teaching

Series editor

Mirosław Pawlak, Kalisz, Poland

About the Series

The series brings together volumes dealing with different aspects of learning and teaching second and foreign languages. The titles included are both monographs and edited collections focusing on a variety of topics ranging from the processes underlying second language acquisition, through various aspects of language learning in instructed and non-instructed settings, to different facets of the teaching process, including syllabus choice, materials design, classroom practices and evaluation. The publications reflect state-of-the-art developments in those areas, they adopt a wide range of theoretical perspectives and follow diverse research paradigms. The intended audience are all those who are interested in naturalistic and classroom second language acquisition, including researchers, methodologists, curriculum and materials designers, teachers and undergraduate and graduate students undertaking empirical investigations of how second languages are learnt and taught.

More information about this series at <http://www.springer.com/series/10129>

Mirosław Pawlak · Anna Mystkowska-Wiertelak
Editors

Challenges of Second and Foreign Language Education in a Globalized World

Studies in Honor of Krystyna
Droździał-Szelest

 Springer

Editors

Mirosław Pawlak
Faculty of Pedagogy and Fine Arts
Adam Mickiewicz University
Kalisz
Poland

Anna Mystkowska-Wiertelak
Faculty of Pedagogy and Fine Arts
Adam Mickiewicz University
Kalisz
Poland

ISSN 2193-7648

ISSN 2193-7656 (electronic)

Second Language Learning and Teaching

ISBN 978-3-319-66974-8

ISBN 978-3-319-66975-5 (eBook)

DOI 10.1007/978-3-319-66975-4

Library of Congress Control Number: 2017950279

© Springer International Publishing AG 2018

This work is subject to copyright. All rights are reserved by the Publisher, whether the whole or part of the material is concerned, specifically the rights of translation, reprinting, reuse of illustrations, recitation, broadcasting, reproduction on microfilms or in any other physical way, and transmission or information storage and retrieval, electronic adaptation, computer software, or by similar or dissimilar methodology now known or hereafter developed.

The use of general descriptive names, registered names, trademarks, service marks, etc. in this publication does not imply, even in the absence of a specific statement, that such names are exempt from the relevant protective laws and regulations and therefore free for general use.

The publisher, the authors and the editors are safe to assume that the advice and information in this book are believed to be true and accurate at the date of publication. Neither the publisher nor the authors or the editors give a warranty, express or implied, with respect to the material contained herein or for any errors or omissions that may have been made. The publisher remains neutral with regard to jurisdictional claims in published maps and institutional affiliations.

Printed on acid-free paper

This Springer imprint is published by Springer Nature

The registered company is Springer International Publishing AG

The registered company address is: Gewerbestrasse 11, 6330 Cham, Switzerland

Preface

Although I have edited or co-edited a number of volumes over the past 15 years, including those published in honor of distinguished friends and colleagues in the fields of second-language acquisition and applied linguistics, none of them has been as special and personal as the present collection of papers, dedicated to Prof. Krystyna Drożdżiał-Szelest. The reason for this is that I have had the privilege to get to know her in so many different roles over the past 25 years since I became a student of English philology at the start of the 1990s at the School of English of Adam Mickiewicz University, Poznań, Poland. At the outset, she taught a course in foreign language methodology that I attended, then she supervised my M.A. thesis and doctoral dissertation, and, finally, she acted in the capacity of the reviewer of the monograph that I wrote as a requirement for my postdoctoral degree. In a word, she was my unquestionable mentor, a source of inspiration, and someone from whom I was able to learn a great deal. She has never ceased to perform these roles but has also assumed several new ones, that of a colleague, with whom I have had a chance to work, cooperate on a number of projects, attend conferences and serve on the board of the Modern Language Association of Poland, but also a close friend with whom I have talked about things that could not be more unrelated to foreign language teaching and learning. Most importantly, though, all of this has by no means been only my experience because Krystyna Drożdżiał-Szelest has performed some or all of these roles to tens, or should I say hundreds, of those involved in research on foreign language pedagogy and teacher training in Poland and other countries. On the academic level, her contribution to research on language learning strategies, particularly her book published in 1997, can hardly be overestimated. On the pedagogic level, she has always been a devoted, enthusiastic and inspiring teacher, respected and cherished by her students, someone who has tirelessly spent hours reading and commenting on homework assignments, B.A. and M.A. papers and chapters of Ph.D. theses. What surely speaks for itself is the fact that over the course of her academic career Krystyna Drożdżiał-Szelest has successfully supervised 20 doctoral dissertations and that number is bound to grow in

the near future, a feat that very few scholars would be able to match, let alone surpass. Finally, and perhaps most importantly, on the personal level, she has always been an affable, approachable, friendly, ingenious, smart, and witty person, endowed with a great sense of humor, a true live wire and someone who is always fun to be with. It is perhaps all of those qualities combined but first and foremost the high esteem in which she is held in the academia that accounts for the fact that so many eminent scholars but also her colleagues and former doctoral students have agreed, with little deliberation, to contribute chapters to this edited collection.

The outcome is truly impressive, a monograph comprising 19 excellent papers, both theoretical- and research-based, which address the ways in which the challenges of second and foreign language education in the present-day globalized world can be confronted. The book has been divided into three parts, each including contributions that are linked by a common thread. Part I, *Challenges of language teaching and learning*, is the most extensive but also the most general in nature, bringing together nine contributions devoted to the concept of mission in English language teaching, the need for applications in our field, language instruction in non-specialist departments in universities, the role of emotions, gestures and creativity in language learning, the use of simulation in the development of intercultural communicative competence, teaching business English, and a comparison of aspects of language education in Norway and Poland. Part II, titled *Challenges of researching language classrooms*, comprises six papers reporting the results of original research projects focusing on the use of think-aloud protocols in translation tasks, the link between ambiguity tolerance and willingness to communicate in a second language, the application of retrodictive qualitative modeling in the study of motivation, learners' awareness of the role of their mother tongue in learning second and third languages, the impact of instruction in affective learning strategies on anxiety levels, as well as universal characteristics of effective language teachers. Part III, *Challenges of teacher education and development*, includes four chapters concerning such issues as the contribution of metaphor to the development of knowledge about language teaching methodology, the pitfalls of adopting neoliberal policies in teacher education, long-term development of teacher identity, and the role of international experience in shaping future teachers' beliefs about the need to foster intercultural communicative competence. I am confident that all the papers included in this collection will, on the one hand, constitute important signposts for those researching the processes of second and foreign language teaching and learning, providing food for thought and a source of ideas for future empirical investigations, and, on the other, serve as well as an important impulse for teachers who are willing to engage in professional reflection and are constantly on the lookout for ways in which their classroom practices could be enhanced.

I would also like to express my profound gratitude to all contributors to this volume, who, without any hesitation, not only consented to write up their chapters on very short notice, but also agreed to offer invaluable feedback on each other's papers, and instantaneously reacted to all the requests for missing sources or other

revisions that had to be made almost overnight. I believe that I am speaking also on their behalf in declaring that the endeavor was definitely worth the effort as there are few things that are more rewarding in the academic world than putting together a collection of papers in honor of such a distinguished scholar, a valued colleague, and an exceptional person as Prof. Krystyna Drożdżał-Szelest.

Kalisz, Poland

Mirosław Pawlak

Contents

Part I Challenges of Language Teaching and Learning

Mission in English Language Teaching: Why and Why Not?	3
Anna Niżegorodcew	
How to Deal with Applications in Foreign Language Learning and Teaching (FLLT)	17
Maria Dakowska	
Evaluating Language Courses at Foreign Language University Centers	35
Danuta Gabryś-Barker	
Emotion as the Amplifier and the Primary Motive: Some Theories of Emotion with Relevance to Language Learning	53
Rebecca L. Oxford	
Speech and Its Silent Partner: Gesture in Communication and Language Learning	73
Hanna Komorowska	
Tinker, Tailor...: Creativity in Foreign Language Learning and Teaching	89
Liliana Piasecka	
Making the News: An ICC Simulation in the Erasmus + Context	107
Teresa Siek-Piskozub	
Toward an Integrated Model of Teaching Business English in Tertiary Education	117
Paweł Sobkowiak	
English Instruction in Polish and Norwegian Secondary Schools: Convergent Goals, Divergent Means	131
Paweł Scheffler, May Olaug Horverak and Anna Domińska	

Part II Challenges of Researching Language Classrooms

Individualized Categories of Verbal Reports in Classroom Think-Aloud Translation Tasks	153
Anna Michońska-Stadnik	
The Influence of Ambiguity Tolerance on Willingness to Communicate in L2	167
Ewa Piechurska-Kuciel	
Tracing the Motivational Trajectories in Learning English as a Foreign Language. The Case of Two English Majors	185
Miroslaw Pawlak and Anna Mystkowska-Wiertelak	
Trilingual Learners' Awareness of the Role of L1 in Learning Target Language Grammar	209
Aleksandra Wach	
The Effect of Strategy Instruction on English Majors' Use of Affective Strategies and Anxiety Levels	227
Jakub Bielak	
Characteristics of Good Foreign Language Educators Across Cultural Boundaries	251
Marek Derenowski	

Part III Challenges of Teacher Education and Development

The Contribution of Metaphor to University Students' Explicit Knowledge About ELT Methodology	271
Joanna Zawodniak and Mariusz Kruk	
Is There a Place for "Sowing" in Second Language (L2) Education at the University Level? Neoliberal Tenets Under Scrutiny	287
Hadrian Lankiewicz	
The Dialogical Nature of Professional Identity: A Longitudinal Study of One EFL Teacher	307
Dorota Werbińska and Małgorzata Ekiert	
Students Teachers' International Experience and Their Beliefs About Developing Intercultural Communicative Competence	327
Anna Czura	

About the Editors and Contributors

About the Editors

Mirosław Pawlak is Professor of English at the Faculty of Philology, State University of Applied Sciences, Konin, Poland, and the Department of English Studies, Faculty of Pedagogy and Fine Arts in Kalisz, Adam Mickiewicz University, Kalisz, Poland. He received his doctoral and postdoctoral degrees as well as his full professorship from Adam Mickiewicz University, Poznań, Poland. His main areas of interest are SLA theory and research, form-focused instruction, corrective feedback, classroom discourse, learner autonomy, learning strategies, grammar learning strategies, motivation, willingness to communicate, and pronunciation teaching. His recent publications include *The place of form-focused instruction in the foreign language classroom* (2006, Adam Mickiewicz University Press), *Production-oriented and comprehension-based grammar teaching in the foreign language classroom* (co-authored with Anna Mystkowska-Wiertelak, 2012, Springer), *Error correction in the foreign language classroom: Reconsidering the issues* (2014, Springer), *Applying cognitive grammar in the foreign language classroom: Teaching English tense and aspect* (co-authored with Jakub Bielak, 2013, Springer), *Willingness to communicate in instructed second language acquisition: Combining a macro- and micro-perspective* (co-authored with Anna Mystkowska-Wiertelak, 2017, Multilingual Matters), and numerous edited collections. Mirosław Pawlak is the Editor-in-Chief of the journals *Studies in Second Language Learning and Teaching*, *Konin Language Studies*, and the book series *Second Language Learning and Teaching*. e-mail: pawlakmi@amu.edu.pl

Anna Mystkowska-Wiertelak is Assistant Professor at the Department of English Studies of the Faculty of Pedagogy and Fine Arts of Adam Mickiewicz University, Poznań/Kalisz, Poland as well as Senior Lecturer at the Faculty of Philology of State University of Applied Sciences, Konin, Poland. Her main interests comprise, apart from teacher education, second-language acquisition theory and research, language learning strategies, learner autonomy, form-focused instruction, willingness to communicate, and motivation. Her recent publications include *Production-oriented and comprehension-based grammar teaching in the foreign language classroom* (with Mirosław Pawlak, Springer, 2012) and *Willingness to communicate in instructed second language acquisition* (with Mirosław Pawlak, Multilingual Matters, 2017). e-mail: mystkows@amu.edu.pl

Contributors

Jakub Bielak Adam Mickiewicz University, Poznań, Kalisz, Poland; State University of Applied Sciences, Konin, Poland

Anna Czura University of Wrocław, Wrocław, Poland

Maria Dakowska University of Warsaw, Warsaw, Poland

Marek Derenowski State University of Applied Sciences, Konin, Poland

Anna Domińska Adam Mickiewicz University, Poznań, Poland

Małgorzata Ekiert Pomeranian University, Słupsk, Poland

Danuta Gabryś-Barker University of Silesia, Katowice, Poland

May Olaug Horverak Agder University, Kristiansand, Norway

Hanna Komorowska SWPS University of Social Sciences and Humanities, Warsaw, Poland

Mariusz Kruk University of Zielona Góra, Zielona Góra, Poland

Hadrian Lankiewicz University of Gdańsk, Gdańsk, Poland

Anna Michońska-Stadnik University of Wrocław, Wrocław, Poland

Anna Niżegorodcew Jagiellonian University, Kraków, Poland

Rebecca L. Oxford University of Maryland, College Park, USA

Liliana Piasecka University of Opole, Opole, Poland

Ewa Piechurska-Kuciel University of Opole, Opole, Poland

Paweł Scheffler Adam Mickiewicz University, Poznań, Poland

Teresa Siek-Piskozub Adam Mickiewicz University, Poznań, Poland

Paweł Sobkowiak Adam Mickiewicz University, Poznań, Poland

Aleksandra Wach Adam Mickiewicz University, Poznań, Poland

Dorota Werbińska Pomeranian University, Słupsk, Poland

Joanna Zawodniak University of Zielona Góra, Zielona Góra, Poland

Anna Mystkowska-Wiertelak Adam Mickiewicz University, Kalisz, Poland

Mirosław Pawlak Adam Mickiewicz University, Kalisz, Poland