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International student mobility: What makes them happy?

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Conference Programme

Thursday, 21 May 2015

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|---------------|---|---|--|---|
| 07:30 – 08.30 | Breakfast | | | |
| 08.30-09:00 | Conference opening: Prof. Rafał Molencki, Dean of the Faculty of Philology at the University of Silesia Prof. Andrzej Łyda, Director of the Institute of English at the University of Silesia | | | |
| | Plenary sessions | | | Chair: Janusz Arabski / Andrzej Łyda |
| 09:00–10:00 | Peter D. MacIntyre <i>Positive Psychology for SLA: Principles, Practice and Promise</i> | | | |
| 10:00-11:00 | Rebecca Oxford <i>Positive Psychology and Language Learning: The EMPATHIC Vision</i> | | | |
| 11:00 – 11:30 | Coffee break | | | |
| | Section A PosPsy: learners' well-being Chair: Tammy Gregersen | Section B PosPsy: Affective traits Chair: Grażyna Kiliańska-Przybyło | Section C PosPsy: Positive interventions Chair: Joanna Nijakowska | Section D SLA: Vocabulary, speaking, communication Chair: Andrzej Porzuczek |
| 11:30-12:00 | Anna Michońska-Stadnik <i>Foreign language learning from the perspective of individual well-being</i> | Bihua Chen <i>The relationship between speaking and personality, positivity and learning strategies. A correlational study</i> | Małgorzata Jedynak <i>FL learning as a therapeutic tool for the blind and partially sighted</i> | Joanna Pitura <i>What distinguishes high from low achievers in tests of speaking? An analysis of contextual features on the example of lower secondary school students</i> |
| 12:00-12:30 | Danuta Gabryś-Barker <i>Caring and sharing in the foreign language class: on a positive classroom climate</i> | Muhammad Arfan Lodhi <i>Relationship of emotional intelligence and ESL learning at graduate level</i> | Monika Wołoszyn-Domagala <i>Positive psychology involved in instructing grammar to develop spotty sociocultural and linguistic knowledge of PHS</i> | Enikő Marton <i>Resources to promote the willingness to communicate in the L2 in bilingual settings (comparative data from Finland and Italy)</i> |
| 12:30-13:00 | Dagmara Gałajda <i>"I think (positively) therefore I am". On the relationship between positive academic self-concept and effective teamwork in group facilitation</i> | Ewa Piechurska-Kuciel <i>Self-regulatory efficacy and FL attainment</i> | Margarita Meza, Jessica St.John, Ashley Beaird, Elizabeth VanGorp, Jagoda Polchlopek, <i>A case study on the influence of positive psychology interventions: An insider perspective</i> | Olson Tucker <i>Correcting learners without shutting them down</i> |

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| 13:00-13:30 | Paweł Zakrajewski <i>Eustress – positive stress among interpreting trainees. Trainees’ perspective</i> | Jean Marc Dewaele, Peter D. MacIntyre <i>Do girls have all the fun? Anxiety and enjoyment in the foreign language classroom</i> | Kyle Talbot, Kate Finegan <i>Fostering grit and initiative through strengths based individualized projects</i> | Mirosław Pawlak, Anna Mystkowska-Wiertelak, Jacek Rysiewicz <i>Willingness to communicate among Polish students majoring in English as measured by a new data collection instrument</i> |
| 13:30-15:00 | LUNCH | | | |
| | Plenary sessions | | | Chair: Rebecca Oxford |
| 15:00-16:00 | David Singleton, Simone Pfenninger <i>Giving the individual a voice – exploring learners’ insights regarding age in relation to long-term instructional experience</i> | | | |
| 16:00-17:00 | Hanna Komorowska <i>In defence of difficulty: are “negative” feelings really negative?</i> | | | |
| 17:00-17:30 | Coffee break | | | |
| | Section A PosPsy: Affective traits Chair: Ewa Piechurska-Kuciel | Section B PosPsy: Becoming positive teachers Chair: Zbigniew Możejko | Section C Multilingualism Chair: Danuta Gabryś-Barker | Section D SLA: phonology and phonetics Chair: Arkadiusz Rojczyk |
| 17:30-18:00 | Katarzyna Ożańska-Ponikwia <i>Personality, emotional intelligence and L2 use in an immigrant context</i> | Anna Maria Brzostyńska <i>Positive and negative feelings about the roles of foreign language teachers</i> | Maria Spiechowicz <i>“Joseigo” and “danseigo” taught to beginner level students of Japanese</i> | Ewa Waniek-Klimczak, Andrzej Porzuczek, Arkadiusz Rojczyk <i>Pronunciation is important, so (because?) I’m good at it: Motivation as a reason for and a result of success in FL learning</i> |
| 18:00-18:30 | Christina Gkonou <i>Positive psychology and language anxiety</i> | Iwona Dronia <i>Experiencing negative emotions while teaching. Teaching roles and styles as potential face-threatening behaviours</i> | Ingrid Bello-Rodzeń <i>Students’ Linguistic Biographies in L3 Instruction</i> | Mirosław Pawlak <i>Investigating the use of pronunciation learning strategies in form-focused and meaning-focused activities</i> |
| 18:30-19:00 | Magdalena Szyszka <i>Non-anxious L2 learners’ approaches to pronunciation learning</i> | Anna Wieczorek <i>High inhibitions and low self-esteem as factors contributing to foreign language teacher stress</i> | Ayana Namdakova <i>Language Transfer from Native into English by Multilingual Students</i> | Martin Hinton <i>Varieties of pronunciation: perception and performance</i> |
| 19:00-19:30 | Ali S. Alghonaim <i>Saudi Arabia students’ perceptions and attitudes towards</i> | Elena Gallo <i>“I want to be a happy teacher”. How emotions impact teacher</i> | Małgorzata Szupica-Pyrzanowska <i>An attempt to diminish L1 influence. Morphological and phonological</i> | Xin Gao <i>Study of the acquisition of Russian declarative intonation (IK-1) by Chinese-</i> |

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| | <i>communicative and non-communicative activities and their relationship to foreign language anxiety</i> | <i>professional development</i> | <i>contributions to the inflectional deficit in adult L2 acquisition</i> | <i>speaking learners</i> |
| 19:30-20:00 | Ahmad Nazari <i>Foreign language assessment: laughter and students' performance</i> | Beata Malczewska-Webb <i>International student mobility: What makes them happy?</i> | | |
| 20:00:00 | Dinner | | | |

Friday, 22 May 2015

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|---------------|--|--|---|--|---|
| 07:30 – 08:30 | Breakfast | | | | |
| | Plenary sessions | | | | Chair: Peter D. MacIntyre |
| 08:30 – 09:30 | Tammy Gregersen <i>The Positive-Broadening Power of a Focus on Well-being in the Language Classroom</i> | | | | |
| 09:30-10:30 | Sarah Mercer <i>To relate, to communicate, to appreciate: Empathy in language education</i> | | | | |
| 10:30 – 11:00 | Coffee break | | | | |
| | Section A PosPsy: Positive adult learners Chair: David Singleton | Section B PosPsy: Cultural encounters Chair: Sarah Mercer | Section C PosPsy: Positive interventions Chair: Alison Phipps | Section D SLA: Vocabulary, speaking, communication Chair: Miroslaw Pawlak | Ph.D. Workshop Chairs: Danuta Gabryś-Barker, Ewa Piechurska-Kuciel |
| 11:00-11:30 | Joanna Pitura <i>Positive emotions in language learning. A qualitative analysis of mature adult learners of English</i> | Larysa Sanotska <i>The concept of "self": cultural versus personality variables in learning EFL</i> | Joanna Bielska <i>Positive psychology in the foreign language classroom: Positive education every teacher should try</i> | Richard LaBontee <i>Vocabulary learning strategies in Swedish second language learning</i> | Weronika Krzebietke <i>Awareness of L1-L2 differences in teaching and learning a second language: the case of Polish teachers and students</i> |

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| 11:30-12:00 | Monika Grotek <i>The best experiences in learning a foreign language in late adulthood</i> | Grażyna Kilińska Przybyło <i>Positive psychology and intercultural encounters – where is the link?</i> | Sylvia Kossakowska-Pisarek <i>Pedagogical implications of positive psychology. Positive emotions and human strengths in vocabulary strategy training</i> | Shynar Baigozha <i>Teaching Greek-Latin elements for a better comprehension of vocabulary in context</i> | Aida Montenegro <i>Considerations to Understand and Measure Teacher Self-Efficacy for Student Engagement in an EFL Classroom</i> |
| 12:00-12:30 | Marek Derenowski <i>The influence of teacher's anxiety reducing strategies on decreasing foreign language anxiety among mature students of the Third Age University</i> | Miriam Tashma-Baum <i>Redemptive patterns in the language learning histories of EFL student-teachers</i> | Alicja Gałązka <i>Empathetic teaching through drama - how to bridge the learning differences in ELT</i> | Iwona Lech, Serafima Gettys <i>Usage-based instruction - an innovative approach to teaching oral communication</i> | Maria Teresa Orlando <i>Creativity</i> |
| 12:30-13:00 | Piotr Szymczak <i>Competitions in Education and Positive Psychology: Amplifying the Positives, Mitigating the Harms</i> | Sunyu HON <i>The positive psychology presented by motivational strategies to L2 learners of Chinese as a second language</i> | Małgorzata Foryś <i>Staying positive in a content-driven language classroom. Exploring tertiary students' attitudes to CLIL, ESP and general English courses</i> | Agnieszka Leńko-Szymańska <i>Measures of lexical richness in the assignment of levels to learner corpus data</i> | |
| 13:00-14:30 | LUNCH | | | | |
| | Section A PosPsy: Cognition, emotions and attitudes Chair: Liliana Piasecka | Section B PosPsy: Positive interventions Chair: Adam Palka | Section C PosPsy: Positive assessment Chair: Maria Wysocka | Section D SLA: Writing skills Chair: Adam Wojtaszek | Ph.D. Workshop Chairs: Danuta Gabryś-Barker, Ewa Piechurska-Kuciel |
| 14.30-15.00 | Halina Chodkiewicz <i>Emotion and cognition in text processing: investigating situational interest of EFL intermediate students performing reading tasks</i> | Jordan Wilson, Linnea Belnap <i>Project perseverance and study abroad in Jordan. Lessons from assisting female student of Arabic to thrive</i> | Monika Kusiak-Pisowacka <i>Test for the best: How to implement the principles of positive psychology in evaluation</i> | Jerzy Zybert, Iga Maria Lehman <i>Identifying and repairing coherence breaks in FL student written discourse</i> | Magdalena Trinder <i>Isolating the influence of gender on receptive skills in Second Language Acquisition: a quantitative study</i> |

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| 15:00-15:30 | Peter D. MacIntyre, László Vincze <i>Positive and negative emotions as predictors of L2-selves and L2 learning efforts in a bilingual setting</i> | Kirk Belnap, Matthew Bird, Dan Dewey, Harrison Richards, Patrick Steffen, Krysta Whiting <i>Project perseverance, study abroad, and stress: Biofeedback training, blood pressure monitoring, and survey results</i> | Anita Żytowicz, Anna Klein <i>Students as human beings – an error correction approach</i> | Mahboubeh Safavi, Firooz Sadighi <i>Interpreting the relationship between Iranian MA TEFL students' first language proficiency and foreign language acquisition: A case of writing skill</i> | Katarzyna Załóg-Kociuga <i>Musical talent, language aptitude and their influence on L2 pronunciation accuracy</i> |
| 15:30-16:00 | Zbigniew P. Możejko <i>Do emotions matter for grammatical instruction? On advanced learners' needs, evaluation and beliefs</i> | Andrea Dallas <i>Teaching personal responsibility to enhance learning in an English-medium university context in the Middle East</i> | Piotr Steinbrich <i>Towards positive self-assessment in university setting</i> | Małgorzata Marzec-Stawiarska <i>Relating foreign language writing anxiety to individual and dyadic writing</i> | Karen Spracklin <i>New-ish Tools for Teaching French L2 Vocabulary</i> |
| 16:00-16:30 | Ewa Guz, Małgorzata Tetiurka <i>Positive emotions and learner engagement: insights from an early FL classroom</i> | Candy Fresacher <i>Optimism and positive psychology in the classroom</i> | Agnieszka Strzałka <i>Can earning academic credits be enjoyable? Positive psychology in teaching intercultural communication to university students</i> | | |
| 16:30-17:00 | Coffee break | | | | |
| | Section A PosPsy: Positive interventions Chair: Anna Michońska-Stadnik | Section B SLA: Writing skills Chair: Ewa Witalisz | Section C Varia Chair: Joanna Bielska | | |
| 17:00-17.30 | Jan Zalewski <i>Helping low achievers to succeed in tertiary education: explicit teaching of academic literacy as a way to positive educational experiences</i> | Ling Yann Wong <i>Cognitive methods of Chinese learners from alphabetic writing backgrounds in activating the meanings of Chinese characters</i> | Beata Grymska <i>New conceptualizations of language aptitude - the potential of working memory</i> | | |
| 17:30-18:00 | Liliana Piasecka <i>Building character strengths through encounters with literary texts</i> | Katarzyna Banka <i>Do the tones matter? Chinese spoken language acquisition</i> | Oxana Syurmen <i>Developing intercultural competence of future translators</i> | | |

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| 18:00-18:30 | Adam Palka <i>Positivity of pain – its manifestations through language and image – a cognitive stance</i> | | Faheem Akbar <i>TEFL teachers' opinion about teaching English vocabulary to non-native learners</i> |
| 20:00 | Conference Dinner | | |

Saturday, 23 May 2015

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| 08:00-09:00 | Breakfast | | | |
| | Plenary session | | | Chair: Hanna Komorowska |
| 09:00-10:00 | Alison Phipps <i>Happiness and Haplessness: The Multilingual Subject as an (un)happy Being</i> | | | |
| 10:00-10:30 | Coffee break | | | |
| | Section A SLA: Focus on grammar Chair: Joanna Bielska | Section B FL teacher development Chair: Monika Kusiak-Pisowacka | Section C Varia Chair: Dagmara Gałajda | Section D Varia Chair: Monika Grotek |
| 11:00-11:30 | Firooz Sadighi, Shiva Seddighi <i>Article choice in L2 English by Iranian native speakers</i> | Tamilla Mammadova <i>A staged assessment of EFL teachers' abilities to use innovative language teaching approaches in the class</i> | Yildiz Akhmedova <i>Films as a tool to enhance listening comprehension in ESL classes</i> | Teresa Maria Włosowicz <i>Adult Learners' Expectations Concerning Foreign Language Teachers and the Teaching-Learning Process</i> |
| 11:30-12:00 | Justyna Leśniewska, Ewa Witalisz <i>Chunk-based versus rule-based article use in L2 English</i> | Joanna Nijakowska <i>From research to practice: Informed choices and good practice in EFL teacher training on dyslexia (DysTEFL and DysTEFL2 projects)</i> | Mary Hatakka <i>An online learning workshop to assist Arab students in an English-medium Higher education Institute with transition from school to college</i> | Agnieszka Lijewska, Bartosz Brzoza <i>Spoken-word recognition of problematic vowel contrasts in Polish-English bilingual speakers: an eye-tracking study</i> |
| 12:00-12:30 | | Megan Wisbar <i>A qualitative examination of the teachers' perspective of challenges, resources and strategies for serving English</i> | Barbara Loranc-Paszyk <i>Students' perceptions of cross-cultural videoconferencing in university settings</i> | Agnieszka Lijewska, Robertus de Louw <i>What can the cognate facilitation show us about the structure of the trilingual mental lexicon?</i> |

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| | | <i>language learners at an Early Childhood Education Center</i> | | |
| 12:30-13:00 | | Małgorzata Szulc-Kurpaska <i>The top of the iceberg – teaching educational psychology to foreign language teacher training college students</i> | | |
| 13:00-13:30 | Conference closing | | | |
| 13:30 – 14:30 | Lunch | | | |

Registration:

Wednesday: 7:00 p.m. – 9:00 p.m.

Thursday: 8:00 a.m. – 8:30 a.m., 1:30 p.m. – 3:00 p.m.

Friday: 8:00 a.m. – 8:30 a.m., 1:00 p.m. – 2:30 p.m.