



MASARYKOVA UNIVERZITA

International Conference

Teaching and learning languages in the shadow of lingua franca

15—16 November 2019

Brno | Czech Republic

International conference

**Enseigner et apprendre des langues à l'ombre
de *lingua franca***

**Sprachen im Schatten der *Lingua franca*
lernen und lehren**

**Enseñanza y aprendizaje de lenguas a la sombra
de *lingua franca***

**Преподавание и обучение языкам на контексте
*лингва франка***

**Teaching and learning languages in the shadow
of *lingua franca***

Masaryk University Language Centre

15–16 November 2019
Brno, Czech Republic

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Cher.e.s collègues,
Liebe Kolleginnen und Kollegen,
Queridos colegas,
Дорогие коллеги,
Dear colleagues,



It gives me great pleasure to welcome you all to Brno and to Masaryk University. As you can imagine, we are extremely excited to host such a wonderful assembly of teachers and academics who share an enthusiasm for plurilingualism and language teaching.

The central idea of this conference is to examine the reality and existence of plurilingualism in both academic and everyday life through the metaphor of a shadow cast by English as the vehicular language over other languages. Though this metaphor may seem rather dark, as dark as the related Jungian archetype, we are rather optimistic. Our objective is to discuss and share how to approach this imbalance in order to benefit from the potential of plurilingual competence, which makes our intellectual and mental worlds richer and more stimulating.

Our two-day programme starts from the broadest perspectives and continues to particular situations and solutions. Hence, we will begin with the intriguing keynote speech by Nick Byrne on the reconsideration of identities, followed by a section devoted to language policies and their implications for learning and teaching. The subsequent slot is dedicated to an analysis of diverse aspects of the motivation to learn languages other than English, the very heart of the impact cast by the lingua franca shadow. The first day will finish with the theme of interference and contact between languages and cultures. The second day will commence with a dynamic round table session which will give us an opportunity to solve the terminological puzzle concerning languages other than English taught at universities. As the use of language is never innocent, this terminology may affect the way we think about languages more than we are willing to admit. Afterwards, English will be discussed as a medium or catalyst of learning or attrition of other languages. To complete our exciting journey, the final section will offer a variety of learning-related topics and tools in three different languages.

We have conceived this conference with the aim to experience and enjoy the encounter and synergy of multiple languages among all participants. That is

why we have decided not to divide the talks in sections according to the use of languages but according to topics. We hope you will appreciate the cultural and intellectual diversity driven by this linguistic variety.

I wish you an inspiring and captivating conference.

Kateřina Sedláčková
Conference Chair
Deputy Director for Research
Masaryk University Language Centre

Venue

All conference events will take place within the Masaryk University building. The venue is located in central Brno adjacent to its historical core.

Address: Komenského nám. 2, 602 00 Brno.

Conference dinner will be held at Café Podnebí, within easy walking distance from the conference venue. Vegetarian and gluten free options will be available.

Address: Café Podnebí, Údolní 5, 602 00 Brno

Internet access – Eduroam network:

Participants who already have access to the Eduroam network via their institution can connect to the “eduroam” wireless network with their own credentials as usual.

Participants who do not have the access to the Eduroam network, can get a guest username and a password from Masaryk University at the registration desk.

Username: Guest123456@eduroam.muni.cz (replace “123456” with your own guest username).

Password: the password you received with your username.

If you see a warning about a missing certificate or a similar error, please connect to the Internet with the spare Wi-Fi network MUNI and download Eduroam configuration app here: <https://cat.eduroam.org/?idp=1081>. After installing this app you should be able to connect to the Eduroam network.

FRIDAY 15 November 2019

Conference language policy:

If a presentation is not delivered in English, its supporting materials (slides, handouts and other visuals) can be either bilingual (in the language of the presentation and in English) or in English.

8:00–9:00	Room	Registration
9:00–10:50	300	Opening
		Plenary session: Nick Byrne <i>Shifting Identities and Shaping Ideas: pragmatism and idealism as complimentary not conflicting drivers in language provision.</i>
10:50–11:10		Coffee break
11:10–12:40	300	Chair: Radim Herout
		Iris Schaller-Schwaneer, Andy Kirkpatrick: <i>English as a lingua franca in contrastive settings and its influence on other languages as languages of education.</i> Romain Racine: <i>Les références : un outil pédagogique essentiel en faveur de la diversité linguistique, culturelle et scientifique</i> (References: an essential pedagogical tool for linguistic, cultural and scientific diversity) Martina Šindelářová-Skupeňová: <i>Multiple language learning histories: is there a happy ending?</i>
12:40–14:15		Lunch

14:15–15:45	300	Chair: Ladislav Václavík
		<p>Beatriz Calvo Martín: <i>Dimensión afectiva y estrategias de motivación en la enseñanza de Español Lengua Extranjera en un contexto universitario</i> (The emotional dimension of learning a language and motivational strategies. Spanish language learning in Higher Education)</p> <p>Kateřina Sedláčková: <i>Soutenir la motivation d'apprendre une autre langue : À la recherche des outils favorisant la compétence plurilingue</i> (Supporting the motivation to learn other languages: Searching for tools promoting plurilingual competence)</p> <p>Sylvie Převrátilová: <i>Motivation in Czech Language Courses within Study Abroad</i></p>
15:45–16:15		Coffee break
16:15–17:15	300	Chair: Kateřina Sedláčková
		<p>Marie Červenková: <i>L'influence interlinguistique de l'anglais dans la production langagière des étudiants de français</i> (The interlinguistic influence of English in the language production of French second language students)</p> <p>Monika Ševečková: <i>Является ли интерференция результатом контакта языка и культуры?</i> (Interference as a result of the contact between language and culture?)</p>
19:30		Conference dinner

Saturday 16 November 2019

10:00–11:00	213	Round table: Libor Štěpánek <i>What is wrong with Modern Languages: In search of the best name</i>
11:00–11:15		Coffee break
11:15–12:45	300	Chair: Radim Herout
		Ladislav Václavík: <i>Learning French through English: students' beliefs and motivations and the role of English as language medium</i> Veronika Camacho: <i>El impacto del inglés sobre la dinamicidad neológica del vocabulario económico español desde la perspectiva didáctica – el proceso de enseñanza-aprendizaje en clases del español especializado</i> (The impact of English on dynamic processes of new word formation in business Spanish – the teaching and learning process at seminars of specialized Spanish) Linda Doleží: <i>L2 English as a Backup for L3 Czech</i>
12:45–14:15		Lunch
14:15–15:15	300	Chair: Monika Ševečková
		K. Guertler, E. Koenig: <i>English as a Lingua Franca in Manufacturing Professions</i> Sabina Gola, Annick Englebert: <i>MultiGram et RomaNet : deux plateformes multilingues pour enseigner et apprendre les langues</i> (MultiGram and RomaNet: two multilingual platforms for teaching and learning languages)
15:15–15:30		Coffee break
15:30–16:00	300	Closing
16:00		Guided tour

Nick Byrne

Nick Byrne is the former Director of the Language Centre at the London School of Economics. He has been active in teaching languages in higher education for over 25 years, has talked and written widely about management issues in language centres across Europe. He has been a board member of key language organisations, and now works as a freelance communications consultant in Berlin.



Shifting Identities and Shaping Ideas: pragmatism and idealism as complimentary not conflicting drivers in language provision.

When I left the London School of Economics and Political Sciences as Director of the Language Centre, it was 2016. The year of the Brexit referendum. Quite a year to finish 39 years of full-time employment in language teaching, and to embark on a process of firstly redefining myself as a freelance communications consultant, and secondly having to redefine myself as a Eurobrit in Berlin. From next year I'll finally be redefining myself as a retiree, but we'll all be blessed with 20/20 vision next year, so it shouldn't prove to be too difficult. I mean, if not in 2020, then when?

My talk will oscillate from the personal to the professional via the practical. It will avoid a purely UK-centric view of language provision, but will look at those areas and concerns which will feature in the upcoming decade across Europe:

- Looking at identities – both of the teacher and the learner
- Looking at the new client base of the language centre
- Mapping existing needs and encouraging future markets
- English as a Medium of Instruction or Imperialism?
- Flexilingualism as market-savvy sibling to pluri- and multilingualism
- Academic foundations with retail solutions
- Intellectual approaches with emotional intelligence
- Patchwork solutions for portfolio careers

Friday 15 November 2019

11:10–12:40

**Iris Schaller-Schwaner
Andy Kirkpatrick**

English as a lingua franca in contrastive settings and its influence on other languages as languages of education.

In this presentation we first illustrate how a language is utilised as a lingua franca in different settings. We describe how English came to be the lingua franca of the ten countries which comprise the Association of Southeast Asian Nations (ASEAN) and show how its adoption had much to do with an official policy from the top. In other words, English was decreed as a lingua franca top-down. Then we describe how English emerged bottom-up as a lingua franca for certain purposes at the University of Fribourg/Freiburg, Switzerland's only bilingual university (German and French are the two official languages). Its use as an additional academic language was originally prompted by the needs of small disciplinary communities of practice who took the initiative to embed English locally. This provides a contrastive example of the adoption of ELF bottom-up and in a relatively bounded setting compared with the top down adoption of ELF across a wide range of settings in ASEAN. In the second part of our presentation, we examine how the choice of ELF in these two different settings has influenced the teaching and learning of other languages. We shall show that, in ASEAN, the official language education policies of the ten countries promote the teaching of each country's respective national language and English, and that other local and indigenous languages are neglected as languages of education. We also show how the use of English as a medium of instruction in higher education is increasing across many of these countries. The Philippines provides a counter example where 19 local languages are gazetted as languages of primary education. Even here, however, English remains the medium of instruction in higher education. In contrast, the bottom-up use of ELF at the University of Fribourg as an additional language of education has not endangered the use of either territorial language, French or German. We describe the factors that shaped this multilingual use of English as 'edulect' for specific purposes. We conclude by arguing that the adoption of English as a lingua franca can, but does not necessarily, threaten the teaching and learning of other languages as languages of education.

Iris Schaller-Schwaner is head of English at the University of Fribourg Language Centre and a lecturer of English as a Foreign Language at the Department of Multilingualism and Foreign Language Education. Her 2018 article 'ELF as multilingual "edulect" in a bilingual university' was published in the *Journal of English as a Lingua Franca* 7(1): 113–129 DOI: <https://doi.org/10.1515/jelf-2018-0005>

Andy Kirkpatrick is Professor in Linguistics in the Department of Humanities, Languages and Social Sciences at Griffith University and a Fellow of the Australian Academy of the Humanities. He is the author of *World Englishes: Implications for ELT and International Communication* (CUP) and *English as a Lingua Franca in ASEAN: a multilingual model* (Hong Kong University Press). His most recent books are *Trilingual Education in Hong Kong Primary Schools* (Springer 2019) and *The Routledge International Handbook of Language Education Policy in Asia* (Routledge 2019) (co-editor with Tony Liddicoat).

Romain Racine

Les références : un outil pédagogique essentiel en faveur de la diversité linguistique, culturelle et scientifique

(References: an essential pedagogical tool for linguistic, cultural and scientific diversity)

L'uniformisation des critères d'évaluation dans les études supérieures et la recherche calqués sur l'hégémonique modèle anglo-saxon a conduit l'Europe à une dispartate entre le discours dominant affichant une diversité linguistique et culturelle fantasmée et la réalité où les langues autres que l'anglais n'ont plus guère de visibilité et d'importance qu'au niveau régional et local (Gohard, 2019). Les politiques européennes de l'enseignement et de la recherche, censées soutenir la diversité linguistique et culturelle, semblent d'autant moins aptes à combler ce fossé qu'elles ne s'appuient plus que sur des données bibliométriques générées par des indicateurs essentiellement quantitatifs, corrélationnels et tendanciels (Ball, 2015). Face à la pression des statistiques et des classements internationaux, les pouvoirs publics et les acteurs universitaires (quelque peu découragés) hésitent à investir dans l'apprentissage d'autres langues que l'anglais, renoncement qui entraîne le renforcement du système monolingue (« tout-à-l'anglais ») en place (Grin, 2005, 2015).

Dans le cadre de la formation « bilingue plus-droit » financée par l'Université de Fribourg/Freiburg (Suisse), qui a pour objectif de renforcer le bilinguisme

français-allemand des étudiants en droit, tout est mis en œuvre pour les sensibiliser à l'intérêt de la diversité linguistique et culturelle. Il s'agit de leur offrir des outils permettant de s'ancrer dans la tradition rhétorique, conceptuelle et épistémologique de la deuxième langue d'études (français ou allemand) et de diversifier l'ensemble de leurs références culturelles. Néanmoins, dès lors qu'il est question de produire un oral ou un écrit à caractère académique et scientifique (exposés, travaux de séminaire, thèses...), et malgré une bonne maîtrise de la langue cible (B2–C1), les étudiants peuvent difficilement se défaire des automatismes qui consistent à s'appuyer quasi systématiquement sur des références liées au monde anglo-saxon.

Nous nous proposons, lors de notre intervention, de repérer et d'analyser, à partir d'un corpus d'exemples, les références culturelles et conceptuelles citées par les étudiants et les chercheurs. Puis, nous réfléchirons ensemble à de nouveaux critères d'évaluation qui permettraient de rendre visible l'ancrage des discours scientifiques dans différentes aires linguistiques et culturelles et de le prendre en compte. C'est peut-être à ce micro-niveau que débiterait une politique linguistique en mesure de valoriser véritablement et concrètement le plurilinguisme et la diversité culturelle.

Seit der Standardisierung der Bewertungskriterien in Hochschule und Forschung auf der Grundlage des angelsächsischen Modells streben der dominante Diskurs in Europa und die Realität immer mehr auseinander: auf der einen Seite ein gutgemeintes abstraktes Konstrukt von sprachlicher und kultureller Vielfalt und auf der anderen Seite die Tatsache, dass andere Sprachen als Englisch außer auf regionaler und lokaler Ebene keine große Sichtbarkeit und Bedeutung mehr haben (Gohard, 2019). Die europäische Bildungs- und Forschungspolitik scheint die sprachliche und kulturelle Vielfalt umso weniger umsetzen zu können, als ihre Entscheidungsfindung fast nur noch auf bibliometrischen Daten basiert, die hauptsächlich aus quantitativen, korrelationalen und Trend ausweisenden Indikatoren gewonnen werden (Ball, 2015). Angesichts des Drucks internationaler Statistiken und Rankings zögern Regierungen und akademische Akteure immer mehr, in andere Sprachen als Englisch zu investieren, was zur Stärkung des bestehenden einsprachigen („nur-englisch“) Systems führt (Grin, 2005, 2015).

Das Ziel der von der Universität Fribourg/Freiburg (Schweiz) finanzierten Ausbildung „Bilingue plus-Recht“ ist, die deutsch-französische Zweisprachigkeit der Jurastudenten zu stärken und sie für die Bedeutung der sprachlichen und kulturellen Vielfalt zu sensibilisieren. Es geht darum, ihnen Werkzeuge an die Hand zu geben, um sich in der rhetorischen, konzeptionellen und epistemologischen Tradition der zweiten Studiensprache (Französisch oder Deutsch) zu verankern und ih-

re kulturellen Referenzen zu diversifizieren. Trotz guter Beherrschung der Zielsprache (B2–C1), fällt es den Studierenden jedoch schwer, sich bei der mündlichen oder schriftlichen Produktion von «Texten» akademischer und wissenschaftlicher Natur (Vorträge, Seminararbeiten, Abschlussarbeiten, usw.) nicht automatisch und ausschließlich auf Referenzen aus der angelsächsischen Welt zu beziehen.

Unser Vortrag hat zum Ziel, anhand von Beispielen, die von Studenten und Forschern zitierten kulturellen und konzeptionellen Referenzen zu identifizieren und zu analysieren. Anschließend werden wir gemeinsam über neue Bewertungskriterien nachdenken, die es ermöglichen, die Verankerung des wissenschaftlichen Diskurses in verschiedenen Sprach- und Kulturräumen sichtbar zu machen. Vielleicht könnte auf dieser Mikroebene eine Sprachpolitik beginnen, die Mehrsprachigkeit und kulturelle Vielfalt konkret fördert.

The standard assessment and evaluation in the European academic education and research is based on the Anglo-Saxon model, and shows a disparity between claim and reality: While the dominant discourse postulates linguistic and cultural diversity, languages other than English actually lose visibility and importance on all levels above local and regional (Gohard, 2019).

European education and research policies, which are supposed to support linguistic and cultural diversity, seem incapable of bridging this gap, as their basis is limited to bibliometric data generated by essentially quantitative, correlational and trend indicators (Ball, 2015). Faced with the pressure of international statistics and rankings, governments and academic management (somewhat discouraged) are reluctant to invest in teaching languages other than English, a move that leads to the strengthening of the existing monolingual (“all-English”) system (Grin, 2005, 2015).

The “bilingual plus-droit” training funded by the University of Fribourg/Freiburg (Switzerland) aims to strengthen the French-German bilingualism of law students. Every effort is being made to make students aware of the importance of linguistic and cultural diversity. The aim is to provide them with tools to anchor themselves in the rhetorical, conceptual and epistemological tradition of the second language of study (French or German) and to diversify all their cultural references. Nevertheless, when it comes to producing an oral or written document of an academic and scientific nature (presentations, seminar papers, theses, etc.), and despite a good command of the target language (B2–C1), students have difficulty to avoid the automatisms of systematically relying on references mostly linked to the Anglo-Saxon world.

In our presentation, we propose to identify and analyze, based on a set of examples, the cultural and conceptual references cited by students and researchers. Then, we will reflect together on new evaluation criteria that would make it possible to make visible and take into account the anchoring of scientific discourse in different linguistic and cultural areas. It is perhaps at this micro-level that a language policy starts out to be truly and concretely promoting multilingualism and cultural diversity.

Romain Racine, docteur ès lettres (littérature générale et comparée), est professeur de FLE/FOS (et de DaF) et responsable du pôle « bilingue plus-droit » à l'Université de Fribourg/Freiburg (Suisse). Ses recherches portent sur les méthodologies digressives et pluriperspectivistes intégrant des approches bi/plurilingues et transdisciplinaires (« Créer un espace bilingue et interdisciplinaire », 2018). Il est auteur de manuels de FLE (Le Nouvel Edito B2, 2010 et Communication progressive du français C1–C2 perfectionnement, 2018) et il intervient dans des débats publics relatifs à la politique linguistique (« La Suisse, un jardin des langues à défendre », Le Temps, 18/03/2016).

Romain Racine, PhD (Allgemeine und Vergleichende Literaturwissenschaft), ist Lektor in FLE/FOS (und DaF) und Leiter der Abteilung „Bilingue plus-Recht“ an der Universität Fribourg/Freiburg (Schweiz). Sein Forschungsschwerpunkt liegt auf digressiven und pluriperspectivistischen Methoden, die bi/plurilinguale und transdisziplinäre Ansätze integrieren („Créer un espace bilingue et interdisciplinaire“, 2018). Er ist Verfasser von Lehrwerken für Französisch als Fremdsprache (Le Nouvel Edito B2, 2010 und Communication progressive du français C1–C2 perfectionnement, 2018) und beteiligt sich an öffentlichen Debatten zur Sprachpolitik („La Suisse, un jardin des langues à défendre“, Le Temps, 18/03/2016).

Romain Racine, PhD (general and comparative literature), is a lecturer in French/German as Foreign Language (FLE/FOS/DaF) and head of the “bilingue plus-droit” department at the University of Fribourg/Freiburg (Switzerland). His research focuses on digressive and multiperspectivist methodologies integrating bi/multilingual and transdisciplinary approaches (“Creating a bilingual and interdisciplinary space“, 2018). He is the author of French textbooks (Le Nouvel Edito B2, 2010 and Communication progressive du français C1–C2 perfectionnement, 2018) and contributes to public debates on language policy (“La Suisse, un jardin des langues à défendre“, Le Temps, 18/03/2016).

Martina Šindelářová-Skupeňová

Multiple language learning histories: is there a happy ending?

Asking students to write their language learning history is one of the common ways to make them reflect on their learning process. The aim of this presentation is to share experience with using this tool in university English language courses and to focus on students learning multiple languages.

As a member of the English Autonomously project at Masaryk University, the author has been dealing with students' learning histories during language advising sessions and used them to help students identify their personal learning preferences and to create their individual study plans accordingly. When implemented as an introductory activity into regular Academic English classes, writing a language learning history and discussing it with their peers has been used to make students realize how various their previous experience was and to thus emphasize the importance of effective self-study that would supplement their learning in class.

The presentation is going to focus on students who had studied more than one language and whose language learning histories include observations about similarities or differences between learning English and the other language. Among issues that arise when students reflect on their previous experience of learning languages, the differences in motivation, teacher's role, personal learning environment and learning strategies will be discussed.

The presentation will demonstrate that students perceive learning multiple languages as separate processes that do not influence each other. It will be shown that even if students can identify positive aspects and successful strategies of learning each language in their learning histories, they have not been able to transfer those into the other language.

The presentation aims at suggesting that if students are encouraged to build (more) connections between learning multiple languages, they can enrich and improve their language learning process(es) and develop some plurilingual competencies too. It will be proposed that what could support this approach best is teachers themselves sharing their experience with learning (multiple) languages. Teachers and students shall try to make the so far parallel language histories interconnect and to live happily together ever after.

Martina Šindelářová-Skupeňová is an English language lecturer at the Masaryk University Language Centre, she also leads the Language Centre unit at Faculty of Arts. She has been involved in the English Autonomously project for more than 6 years, leading various modules and being a counsellor. Besides languages, she is interested in visual arts, architecture and literature.

Friday 15 November 2019

14:15–15:45

Beatriz Calvo Martín

Dimensión afectiva y estrategias de motivación en la enseñanza de Español Lengua Extranjera en un contexto universitario

(The emotional dimension of learning a language and motivational strategies. Spanish language learning in Higher Education)

En el contexto actual, en el que el inglés es ya la lingua franca que vehicula la motivación intrínseca y extrínseca de nuestros estudiantes, ¿en qué lugar se encuentra la motivación por el aprendizaje del español como lengua extranjera?

La motivación es un factor fundamental para el aprendizaje en general, y para la adquisición de las lenguas extranjeras en particular. Uno de los mayores potenciadores de la motivación es el desarrollo de un clima afectivo positivo, que fomente la autonomía, la cooperación y la implicación personal para lograr la efectiva adquisición de la lengua por parte de los aprendientes. Como han demostrado numerosos estudios, y en particular los de Jane Arnold, la parte afectiva del aprendizaje, muy ligada a las emociones, no se opone a la parte cognitiva, sino que, por el contrario, si ambas trabajan juntas el proceso de aprendizaje se construye sobre una base más sólida y resulta más eficaz. Se trata de considerar al aprendiente de forma holística, aunando lo cognitivo, lo emocional y lo físico. Sin motivación no hay aprendizaje, y esta depende tanto de factores individuales como relacionales, es decir, que es fundamental tomar en consideración lo que sucede dentro de y entre las personas que se encuentran en el aula. Por su parte, el Marco Común Europeo de Referencia (MCER, 7.3.1.2) reconoce la importancia de la motivación, junto con la implicación y la

empatía, entre los factores afectivos esenciales para poder llevar a cabo tareas de aprendizaje de forma exitosa. Pero, ¿cómo diseñar tareas que estimulen los factores afectivos positivos haciendo que sean a la vez motivadoras, eficaces y significativas?

En esta comunicación reflexionaremos sobre la influencia que la dimensión afectiva tiene en el proceso de aprendizaje de las lenguas, y su papel para fomentar la motivación. De manera específica, nos detendremos en el caso del español como lengua extranjera. Asimismo, propondremos algunas estrategias de motivación que se pueden desarrollar a través de actividades y tareas concretas que parten de la experiencia real en un contexto universitario.

In the present context, in which English is the lingua franca that conveys the extrinsic and intrinsic motivation of our students, where is the motivation for learning Spanish as a foreign language?

Motivation is a major factor for learning in general, and more specifically for the acquisition of foreign languages. One of the greatest motivation enhancers is the development of a positive affective climate, which encourages autonomy, cooperation and personal implication in order to achieve effective acquisition. As numerous studies have shown, and particularly those of Jane Arnold, the affective part of learning, closely linked to emotions, is not opposed to cognition, but, on the contrary, if both work together the learning process is built on a more solid basis and becomes more effective. The secret lies in developing an integrative holistic approach, focusing on cognitive, emotional and physical aspects of our learners. Learning is not possible without motivation, and it depends both on individual and relational factors, so we need to consider what happens inside but also among people in our classroom.

The Common European Framework of Reference (CEFR, 7.3.1.2) refers to motivation as one of the affective factors, together with involvement and empathy, essential to successful learning task completion. But, how to design motivating, meaningful and effective tasks by stimulating positive affective factors?

In this paper, we will study the influence of affective factors on the language learning process, and their specific role in fostering motivation. We will focus on Spanish as a foreign language, analysing some motivational strategies, tasks and activities drawn from real experience in an academic context in Higher Education.

Beatriz Calvo Martín es profesora de Lengua española y de Didáctica de ELE en la Université libre de Bruxelles. Licenciada en Lenguas y Literaturas Románicas (ULB) y en Derecho (UAM), es Doctora en Lenguas y Letras desde 2011 en cotutela entre la Universidad Autónoma de Madrid y la Université libre de Bruxelles. Su formación específica de postgrado en Lingüística Aplicada y en Didáctica de ELE la ha realizado, entre otras, en la Universidad Complutense de Madrid, la Universidad Antonio de Nebrija de Madrid, la Universidad Autónoma de Barcelona y la Universidad de Mons. Ha colaborado con el Instituto Cervantes, con escuelas de Promoción Social y con el FELSI como profesora y como formadora de profesores. Ha trabajado, de manera complementaria, como traductora y como correctora lingüística. Sus ámbitos de especialidad en la investigación y en la enseñanza son: la lingüística aplicada, la didáctica del español como lengua extranjera, la literatura hispánica, la literatura francófona y las relaciones entre ambas. Ha impartido ponencias y comunicaciones en numerosos congresos internacionales y ha publicado diversos artículos sobre la memoria, la identidad y alteridad, el exilio, la migración y la escritura de mujeres en literatura hispánica, francófona y comparada. Asimismo, es autora de una novela (*La Jaula Invisible*) y dos relatos (*Nocturno* y *Un sueño de sueños*), publicados en España.

Kateřina Sedláčková

Soutenir la motivation d'apprendre une autre langue : À la recherche des outils favorisant la compétence plurilingue

(Supporting the motivation to learn other languages: Searching for tools promoting plurilingual competence)

Entretenir la motivation pendant des projets de longue durée dont l'apprentissage d'une langue étrangère représente un exemple typique, est une mission qui pose de nombreux défis, surtout lorsqu'il s'agit des langues se trouvant en position de L3 ou en position encore plus décalée chez l'apprenant. L'anglais détenant la position favorisée de langue véhiculaire, les autres langues enseignées se voient souvent réduites à la catégorie des langues « additionnelles » (Dörnyei, Al-Hoorie 2017) ce qui se traduit, entre autres, au niveau de représentations et stratégies de l'apprenant – la motivation d'apprendre ces autres langues est en forte compétition avec la motivation d'apprendre l'anglais et stigmatisée par l'approche instrumentaliste de l'apprentissage des langues (Ushioda 2017).

Dans la première partie de notre communication, nous présenterons les résultats d'une enquête menée auprès de nos étudiants portant sur la motivation d'apprendre le français et leur histoire d'apprentissage de langues qui illustrent un déséquilibre dans leur système motivationnel. La seconde partie sera consacrée à l'analyse des différents aspects et procédés de l'évaluation par portfolio qui ont un fort potentiel de stimuler la motivation de persévérer dans l'effort investi dans l'apprentissage. Les réflexions théoriques s'appuieront sur les représentations des étudiants obtenues dans le cadre d'une recherche-action menée dans les cours de français sur objectifs universitaires à la Faculté des sciences sociales de l'Université Masaryk (Brno, République tchèque) au cours des trois semestres derniers.

L'évaluation par portfolio manifeste une variété d'attributs nécessaires pour maintenir la motivation d'apprendre une langue étrangère, tels que le sentiment du contrôle, la possibilité d'observer le progrès, le développement des compétences d'auto-évaluation ou l'approche personnalisée de l'enseignant vis-à-vis des apprenants. Dans les cours de langue sur objectifs universitaires, le portfolio offre la possibilité d'inclure, entre autres, des productions liées au domaine disciplinaire des apprenants favorisant ainsi la réflexion de leurs besoins intellectuels dans l'évaluation du développement langagier. La documentation du progrès langagier basé sur de telles productions tout au long du semestre renforce non seulement le sentiment de cohérence et d'authenticité du processus d'apprentissage, mais aussi, elle permet aux apprenants d'en adopter une approche holistique et de se rendre compte de leur compétence pluri-lingue.

Maintaining motivation during long-term projects such as learning a foreign language is a challenging task, especially when dealing with LOTEs (languages other than English). Since English holds the privileged position of the vehicular language, the other languages are often shifted to the category of "additional languages" (Dörnyei, Al-Hoorie 2017). This is reflected also in learner representations and strategies where the motivation to learn other languages is impacted in complex and negative way by global English and stigmatised by the instrumentalist approach to language learning (Ushioda 2017).

In the first part of the presentation, I will present the results of the survey conducted among my students on the motivation to learn French and their learning history, which illustrate an imbalance in the motivational system. The second part will be devoted to the analysis of different aspects and processes of portfolio evaluation that have a powerful potential to stimulate the motivation to persevere in the effort invested in learning. Theoretical reflections are based on student represen-

tations obtained through action research conducted in courses of French for academic purposes at the Faculty of Social Sciences, Masaryk University (Brno, Czech Republic) during the last three semesters.

Portfolio assessment manifests clearly a great variety of attributes that are necessary for sustaining motivation to learn a foreign language, such as the possibility for learners to control their goals and progress, development of self-evaluation competencies, emphasis on effort, improvement of language skills, object of learning process, or teacher's personalised approach to learners. In university courses of language for specific purposes, the portfolio creates the possibility to include, among others, pieces of work related to learners' personal disciplinary orientation and reflections of their intellectual needs to the language development evaluation. Documenting learners' progress on language standards based on such pieces of work during the entire semester not only reinforces the sense of coherence and authenticity of learning but also enables learners to shift to a more holistic and plurilingual view of language learning.

Kateřina Sedláčková is Assistant Professor in French and Deputy Director for Research at the Masaryk University Language Centre, Brno, Czech Republic. She teaches French for Lawyers, academic skills in French for Social Science and a CLIL course focused on current political events in France. Her research interests involve motivation to learn languages other than English (LOTEs), learner autonomy, CLIL and portfolio evaluation.

Sylvie Převrátilová

Motivation in Czech Language Courses within Study Abroad

Every year, thousands of students come to the Czech Republic within their study abroad experience. Many of them take Czech language courses. Although language acquisition within this context has become a subject of intensive research, the main body of research focuses on English (Boo, Z. – Dörnyei, Z. – Ryan, S. (2015). L2 motivation research 2005–2014: Understanding a publication surge and a changing landscape. *System*, 55, 147–157) or other largely taught languages. Languages other than English (LOTEs) present a research area still rather understudied (Dörnyei, Z. – Ushioda, E. (2017). Beyond Global English: Motivation to Learn Languages in a Multicultural World: Introduction to the Special Issue. *The Modern Language Journal*, 101: 451–454.). We know quite a lot about the motivation to learn (global) English but

little is known about small languages. Is the pattern similar, or is it different? Why do people learn a small language and how does their motivation change?

This study examines the factors affecting motivation and attitudes of foreign students in Elementary Czech courses at Charles University, Prague. The participants are all university students coming to Prague for a semester either to the Faculty of Humanities (European students in Erasmus+ programme) or to CERGE_EI (American students in UPCES programme). For all of them, Czech is not their first foreign language, they have all studied at least another one, but in many cases three or four and they all speak fluent English.

Three steps have taken place so far: first, quantitative survey asked 174 American students in three consecutive semesters about their motivation in the course of the semester. In the second phase, students wrote diaries about their learning process. Twelve diaries were chosen and analysed in order to identify the factors that underlie their attitudes towards learning Czech. Finally, the diary study was carried out in Erasmus+ where two French students journalled and their diaries were accompanied by an interview.

For the analyses, the L2 Motivational Self-System (L2MSS) was used. The data revealed that there is a remarkable shift of attitudes among American students in the mandatory Czech courses and that the most dominant component of the L2MSS (Ideal Self, Ought-to Self, and L2 Learning Experience) is the third one: L2 Learning Experience, which played a significant role in all three steps of the research carried out so far in both institutions.

The aim of all the steps was not only to receive information to answer the research questions (How do the motivation and attitudes change in the Czech courses? What are the factors that affect the change?) but also to assess the data collection tools and the research layout. The diaries together with the interviews and questionnaires seem to be the appropriate tools to collect relevant data and they will be used next academic year in the final phase of the research.

Silvie Převrátlová has been teaching English and Czech as foreign languages since her studies at the Faculty of Arts, Charles University, Prague. Her professional experience includes language teaching, teacher training, British Council exams, and material design. Currently, she teaches Czech to foreign students at Charles University, runs methodology seminars on language teaching, edits Czech language coursebooks and contributes to creating and publishing Czech language learning and teaching materials – graded readers, coursebooks, workbooks, on-line support etc. Her main research interest is motivation of students learning Czech within their study abroad and learner autonomy.

Friday 15 November 2019

16:15–17:15

Marie Červenková

L'influence interlinguistique de l'anglais dans la production langagière des étudiants de français

(The interlinguistic influence of English in the language production of French second language students)

Vu l'intensité de la présence de la langue anglaise dans le monde contemporain, l'apprentissage d'une autre langue étrangère s'avère plus ou moins influencée par cette soi-disant lingua franca. Les recherches (Besse et Porquier : 1984, Astolfi : 2003, Odlin : 2005, Ringbom : 2008) montrent que l'influence interlinguistique résulte de similitudes et différences entre la langue cible et toute autre langue acquise et que le transfert des connaissances antérieures est inévitable. Le transfert apparaît dans les productions des apprenants en plusieurs catégories selon le sous-système linguistique concerné (sémantique, lexicale, grammaticale, phonologique, graphique, syntaxique) mais aussi dans les fonctions du langage (pragmatique, stratégies de communication) et peut intervenir dans la progression de l'apprentissage. Certains de ses effets sont positifs, d'autres négatifs. Cette contribution traite du transfert négatif, c'est-à-dire d'erreurs entraînées par des analogies fautives faites entre les deux langues. Nous disposons d'une collection de productions langagières des étudiants du français en tant que langue étrangère seconde (considérée ici comme un système acquis chronologiquement après la langue première et enseignée à des apprenants non francophones à l'étranger) à partir desquelles

nous analysons des produits déviants par rapport à la norme du français standard ayant pour source des connaissances préalables de l'anglais. Le corpus est composé de productions orales et écrites des étudiants de français tchèques et slovaques faisant leurs études à la Faculté d'Économie et d'Administration de l'Université Masaryk de Brno dont le niveau de langue varie entre A2–C1. L'intérêt de cette recherche est de relever les erreurs de cette origine dans le corpus, de les trier et de les analyser (erreurs relevant des formes et structures linguistiques ou des concepts). Les résultats permettront de comprendre mieux les erreurs qui surviennent dans le processus d'apprentissage et ainsi d'adapter et de rendre plus efficaces les stratégies pédagogiques.

Given the intensity of the presence of the English language in the contemporary world, the learning of another foreign language is more or less influenced by this so-called lingua franca. Research shows (Besse and Porquier: 1984, Astolfi: 2003, Odlin: 2005, Ringbom: 2008) that the interlinguistic influence results from similarities and differences between the target language and any other acquired language and that the transfer of prior knowledge is inevitable. The transfer appears in the learners' productions in several categories according to the linguistic subsystem concerned (semantic, lexical, grammatical, phonological, graphic, syntactic) but also in the functions of the language (pragmatic, communication strategies) and can affect the progression of learning. Some of its effects are positive, others negative. This paper deals with the negative transfer, that is to say errors caused by faulty analogies made between the two languages. We have a collection of language productions of students of French as a second foreign language (considered here as a system acquired chronologically after the first language and taught to non-French-speaking learners abroad) from which we analyze deviant products compared to the French standard, which is based on previous knowledge of English. The corpus is composed of oral and written productions of Czech and Slovak students of French studying at the Faculty of Economics and Administration of the Masaryk University in Brno whose language level varies between A2–C1. The aim of this research is to identify the errors of this origin in the corpus, to sort them and to analyze them (errors relating to forms and linguistic structures or concepts). The results will help to better understand the errors that occur in the learning process and thus to adapt and create more effective teaching strategies.

Astolfi, Jean-Pierre, 2003. *L'erreur, un outil pour enseigner*. Paris : ESF éditeur

Besse, H., Porquier, R., 1984. *Grammaires et didactique des langues*. Paris : Hatier

Odlin, T., 2005. *Crosslinguistic influence and conceptual transfer: What are the concepts?* Cambridge University Press

Ringbom, H., 2008. Cross-linguistic similarity in foreign language learning. UK: Multilingual Matters, 2007

Marie Červenková est diplômée de la Faculté des Lettres de l'Université Masaryk de Brno. Elle a enseigné le français dans différents types et niveaux d'écoles (primaire, secondaire, université, école de langue) et est actuellement chargée de cours au Centre de Langues de la Faculté d'Économie et d'Administration de l'Université Masaryk de Brno, où elle enseigne le français des affaires. Dans son travail elle est intéressée par la question de l'enseignement universitaire de langues étrangères et par les questions didactiques et méthodologiques qui y sont associées (apprentissage mixte, classes inversés, enseignement du vocabulaire, tests et évaluation, développement des compétences interculturelles).

Monika Ševečková

Интерференция как результат контакта языка и культуры?

(Interference as a result of the contact between language and culture?)

Связь между изучением иностранного языка и его использованием в культурной среде является областью, которая редко бывает в центре интересов педагогического исследования. Ежегодно приезжает учиться в университеты множество иностранных студентов, которые заинтересованы в обучении в престижных вузах, ищут новые возможности трудоустройства, интересуются иностранным языком и культурой. Целью презентации является обмен опытом в области лингвокультурологии как части этнолингвистики, а также в области академического письма, акцентируя проявления национального колорита и менталитета в языке. Подтверждается факт, что «слова сами по себе имеют значения независимо от контекста или слушателей» (Лакофф — Джонсон 2002: 23).

Статья рассматривает вышеупомянутую связь сквозь призму интерференции, — явления, которое необязательно всегда следует воспринимать негативным образом. Этот перенос описан на примере написания 80 эссе-образцов (курс «Русский язык для академических целей», Университет им. Масарика); объясняется т. наз. позитивный трансфер (в таком случае следует использовать при обучении иностранному языку родной язык) и т. наз. негативный трансфер (тогда встречаются отклонения в системе языка). В статье представлены общие принципы академического умения

писать на русском языке и требования к эссе как таковому. Письмо, таким образом, становится одной из возможностей, как отражать прогресс в обучении иностранному языку и как повышать внутреннюю мотивацию. Далее статья рассказывает о роли русского языка (как второго или третьего) в процессе обучения, куда входит опыт с другими языками (чешским языком, английским языком), и объясняет специфику изучения русского языка как иностранного.

На многие вопросы помогает ответить лингвокультурология, объясняя связи между языковыми единицами и культурными явлениями. Результаты показывают, что меняющиеся потребности студента могут быть удовлетворены благодаря активной работе над ошибками или благодаря дидактическим играм. Посредством восприятия русского языка через призму других языков, правильного анализа стратегий и компетенций обучения, студенты повышают свои успехи в обучении и способность ориентироваться в современном многоязычном мире.

The relation between the learning of a foreign language and its use in the cultural background is not frequently discussed in pedagogical research. Every year there is a growing number of foreign students who want to study at a prestigious university looking for new opportunities for future employment. They are led by an interest in a foreign language and culture. The aim of the presentation is to share experiences in the field of linguoculturology as a part of ethnolinguistics and academic writing with an emphasis on manifestations of national character and mentality in language. Indeed, it transpires that "words have meaning in themselves, independent of any context or speaker" (Lakoff – Johnson 2002: 23).

This paper views the relation between language and culture from the interference point of view. Interference being not necessarily seen as an undesirable element. This transfer is described on the example of approximately 80 sample essays (course Russian for Academic Purposes at the Masaryk University); there is an explication of the so-called positive transfer (when it is appropriate to use the first language for foreign language teaching) and the so-called negative transfer (where there are obvious deviations in the language system). The paper introduces common principles of writing in Russian and requirements for an essay as such. Writing thus becomes one of the ways to reflect the progress in foreign language learning and to increase internal motivation.

The text deals with the role of Russian (as a second or third language) in the process of its learning being interfered by the experience with other languages (Czech, English) and explains the specifics of studying Russian as a foreign language. Linguoculturology (as a scientific branch which explains the connections between lan-

guage units and cultural phenomena) is used to answer some of the questions. The conclusion is that the changing needs of a student can be met by active work with a mistake or by educational games. The students are able to increase their learning success and ability to profess in today's plurilingual world by perceiving Russian through a prism of other languages, applying the correct analysis of learning strategies and competences.

Monika Ševečková graduated in Translation and Interpreting of Russian Language and Ukrainian Language and Literature (Charles University, 2003), post-graduate studies in Paleoslavic and Slavic Languages (Masaryk University, 2014). She has completed internships in Finland, Germany, the Baltic States, Turkey, Russia and Ukraine. An Assistant professor of the Language Center of Masaryk University, teaches Russian as a foreign language for academic and professional purposes. In the classes she emphasizes questions of material and spiritual culture of Slavs, phraseology and colloquial language. She is interested in ethnolinguistics, didactics, creativity and bilingualism.

Saturday 16 November 2019

10:00–11:00

Round Table

Libor Štěpánek

What is wrong with Modern Languages: In search of the best name

This round table addresses the topic and terminology of the administration, management and promotion of one of the three categories of language support that university language centres provide. Current university language support is typically divided into three areas. The first area focuses on English, the academic lingua franca. It is provided to students, academics and non-academic staff and usually offers a wide range of courses in diverse categories, such as English for Academic and/or Specific Purposes, soft skills in English, or English Mediated Instruction (EMI) support. The second area focuses on “the local language for foreigners”, such as español para extranjeros, français langue étrangère, Deutsch als Fremdsprache or čeština pro cizince. Similarly, it can be provided to all types of audiences and it can also offer a wide range of

support, such as “survival local language” for short-term mobility or research periods, “local language for university studies/staff” for those staying or working at a university for a longer period of time or “local language for civic integration”. Both areas of support have a clearly defined *raison d’être*, which is why they can be smoothly-administered and managed within institutions and successfully promoted to their target audiences. It is the third area of support, an area hidden in the shadow of *lingua franca* (and the local language), which offers less clear definitions and less sharp focus, while prompting an impressive set of questions instead. Does this area of support really exist? If it does not, why does “non-English/non-local language support” have different dynamics than the other two (with stable or growing audiences)? If it does, how can it be defined? Or can it be defined? And what is this area of support called? Its names include somewhat vague terms such as *sprachen*, other languages, *toutes langues*, which prevents effective promotion; strangely restrictive terms such as “modern” and “modern foreign” languages, as opposed to Classical languages, which strangely enough excludes “modern” English or local languages and sometimes includes Latin; and slightly pejorative terms such as “less-widely taught” or “minor” languages, which ironically include such widely-taught and major languages as Chinese and Arabic. Could we find a clear, focused and promotionally effective term or concept?

Libor Štěpánek is Assistant Professor in English and Director of the Masaryk University Language Centre, Brno, Czech Republic. His broad international teaching experience and teacher training activities include EAP soft skills such as EAP presentations; EAP writing; critical thinking; videoconferencing; or intercultural communication, however, his main academic interest lies in creativity and Creative Approach to Language Teaching (CALT). He is also an author and co-author of a number of materials, online courses and publications.

Saturday 16 November 2019

11:15–12:45

Ladislav Václavík

Learning French through English: students’ beliefs and motivations and the role of English as language medium

English has become a language commonly used in fields such as business, diplomacy, or tourism. It is also a medium which enables the transfer of know-

ledge and the development of ideas in science and education. Scientists and undergraduates can nowadays pursue their research and studies at laboratories and universities all over the world using English as the language of the educational process. Thus, they access knowledge in their respective fields through English, and this applies also to learning other languages. Learning a foreign language using English poses various challenges, starting from the learners' level of English over to the influences that English can have on the process of acquisition. Also, learners can have beliefs about learning the other language (L3) which differ from beliefs they have about learning English. This set of ideas, attitudes and opinions could have an impact on how students learn L3. This paper explores the beliefs about, and motivations for, language learning among a small group of Erasmus students in the International Relations Programme at the Faculty of Social Sciences, Masaryk University, Brno. The students, who have various ethnic origins and language backgrounds, took part in a thirteen-week course of French for Beginners, taught in English by a Czech teacher. Most students were complete beginners, but others already had basic knowledge of French, as the entry questionnaire had shown. This course of French for specific purposes (diplomacy) covered the first three units of an A1–A2 textbook called *Objectif Diplomatie: Le français des relations européennes et internationales*. At the end of the course, learners completed a questionnaire in English. This research gauges the role of English as a medium in learning French at a beginner's level, and investigates students' perceptions of the accuracy and the difficulty of learning French through English. Avoiding any generalisations, the study reports group-specific results with a view to showing whether, and to what extent, students conform to other research findings in the areas of learner beliefs and motivations in English-medium language instruction.

Ladislav Václavík is a teacher-researcher at the Masaryk University Language Centre, Brno, Czech Republic. Specialising in both Business English and French for Specific Purposes (academic, medical), he is mainly interested in creativity, motivation, course-building, ICT, and blended-learning areas.

Veronika Camacho

El impacto del inglés sobre la dinamicidad neológica del vocabulario económico español desde la perspectiva didáctica – el proceso de enseñanza-aprendizaje en clases del español especializado

(The impact of English on dynamic processes of new word formation in business Spanish – the teaching and learning process at seminars of specialized Spanish)

Desde el punto de vista del valor empírico, la ciencia económica pretende explicar y definir fenómenos, asumiendo así el papel de una ciencia pura, pero, a la vez, adopta una perspectiva especulativa (que abarca formulaciones de los modelos teóricos), por lo que se aproxima a las humanidades (Santos López, 2009: 123). Además, se basa en un saber interdisciplinar “que tiene la particularidad de estar presente en la cotidianidad de los ciudadanos” (Ibid.). Uno de los importantes recursos léxicos que caracterizan el lenguaje económico es la formación dinámica de neologismos. Nos parece acertada la clasificación de los neologismos del discurso económico en español según su procedencia, propuesta por Gómez de Enterría (1992: 207–274). De esta manera, los neologismos se categorizan en extranjerismos, préstamos naturalizados, calcos semánticos, términos procedentes de creación neológica y términos de creación metafórica. En cuanto al empleo de los préstamos, cabe recalcar la tendencia generalizada de una invasión de neologismos que designan una realidad de los países anglófonos. A este grupo pertenecen términos de carácter más bien teórico que suelen aparecer en inglés como préstamos lisos y llanos o en forma de calcos. Aunque se pueden considerar como términos “reales”, en muchos casos su introducción en el léxico español no es inequívoca y estos neologismos no cumplen con las especificaciones de un término técnico.

El objetivo principal de esta ponencia es demostrar cómo el conocimiento del inglés puede afectar el proceso de adquisición del vocabulario español económico, tanto de manera positiva como de la negativa, y qué mecanismos lexicogenéticos podemos ofrecer a los estudiantes durante el aprendizaje que reflejen toda la dimensión sociolingüística. Nos fijaremos en el uso inadecuado de falsos amigos y de los semitérminos, igual que en la existencia de múltiples variantes para denominar el mismo concepto cuyo uso se debe, entre otras razones, al prestigio del inglés en el campo de la economía y no a una necesidad de denominación conceptual. En relación con la formación neológica, veremos la incidencia del inglés en los procesos de prefijación y sufijación,

junto con la composición y otros procedimientos (disyunción, contraposición y sinapsia).

From an empirical value point of view, economic science intends to explain and define phenomena by assuming the role of a pure science, but at the same time adopts a speculative perspective (which embraces formulations of theoretical models), becoming thus closer to the humanities (Santos López, 2009: 123). Furthermore, it is based on the interdisciplinary knowledge “which has the particular feature of being present at the everydayness of all people” (Ibid.). One of the most important lexical resources that characterize the economics language is the dynamic formation of neologisms. We find accurate the classification of neologisms of Spanish economic discourse depending on their origin, proposed by Gómez de Enterría (1992: 207–274). Thus, the neologisms can be categorized as foreign words, naturalized loan words, semantic calques, terms coming from lexical creation and terms arising from metaphoric formation. With regard to the usage of loan words, we should emphasize the general tendency of an invasion of neologisms that designate a reality from English-speaking countries. This group is made up of the terms of rather theoretical character which typically appear as English loan words (borrowings) or loan translations (calque). Despite of being considered as “real” terms, in many cases their insertion in Spanish vocabulary is incorrect, failing in this way to comply with the specifications of a technical term. The main objective of this paper is therefore to show how the knowledge of English language can affect the process of Spanish economics vocabulary acquisition, both positively and negatively and at the same time to offer some lexicogenetic mechanisms and devices (reflecting the complete sociolinguistic dimension) useful to the students during their learning process. We will look at the improper use of false friends and semiterms, as well as at the existence of various variants how to denominate the same concept, the use of which is primarily the result of a high prestige of English in the field of economics and not of a real need of conceptual denomination. With reference to the formation of new words, we will also look into the role and interference of English in the processes of Spanish prefixing, suffixing, composition and other mechanisms (disjunction, contra-position).

Veronika De Azevedo Camacho works as a Spanish teacher at the Masaryk university Language Centre, with particular focus on business/financial and legal Spanish. Her professional and research interest revolve around applied linguistics and LSP methodology. She devotes herself to this subject area also at the Faculty of Arts where she teaches in a master programme for future translators and interpreters, as well as at a specialized course for future sworn translators which she coordinates and teaches at the Faculty of Law. Her current dissertation research focuses on the specialized Spanish discourse (economics).

Linda Doleží

L2 English as a Backup for L3 Czech

In my presentation I would like to discuss the role of English as a “backup” language within language attrition phenomena. Usually, dominant language interference is described in connection to mother tongue attrition and is considered as one of its natural but negative outcomes. Less attention is paid to language attrition and interaction among second or foreign languages.

First, I would like to describe language attrition, its main features and characteristics and factors that influence it and I would like to challenge the “use it or lose it” rule (Schmid, 2019). Attention will be paid to mother tongue attrition (Schmid, 2011) and foreign language attrition (Schmid and Mehotcheva, 2012). Furthermore, I would like to have a look at how L2 English interacts with L3 Czech in L1 Arabic speaker who has a scarce access to possibilities of using his second foreign language – Czech – thus slowly losing this language and at the same time experiencing challenges in communication. Examples of different language attrition and language contact or interaction phenomena (for example “To je unofficial čtvrť budovaný against the law” etc.) will be depicted based on naturalistic, recorded data of a speaker who has acquired typologically interesting and very “different” languages. Interference and code-switching of the languages involved will be discussed and compared to data already available in various linguistic contexts (i. e. Dewaele, 1998 and Selinker, Baumgartner-Cohen, 1995 in Murphy, 2003).

Last but not least, the importance of holistic approach to multilingual mind and its importance for language learning, preservice, teaching and testing will be pointed out. Yates and Terraschke (2013) refer to the uniqueness of the situation, to the role of emotions connected to the language itself and to the role of the language in the family and the community when speaking about

keeping our mother tongues. In this case study I would like to show that there should always and generally – not only in the case of using and keeping mother tongues – be a space for individual and highly variable approach to language learners and users and their linguistic trajectories (Pavlenko, 2005).

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Linda Doleží is a language teacher and teacher trainer. She works as an Assistant Professor at the Masaryk University Language Centre and at the Department of Czech Language of Faculty of Arts. Linda Doleží is a former methodologist of the State Integration Programme and she specializes in language support for children-foreigners, in particular refugees. She focuses on teaching methodology, language acquisition and psycho- and neurolinguistics in multilingual contexts. Her current interests include language attrition phenomena and the role of emotions and trauma in language acquisition and attrition.

Saturday 16 November 2019

14:15–16:15

K. Guertler

E. Koenig

English as a Lingua Franca in Manufacturing Professions

English is the de facto lingua franca of international endeavours, although the incumbent competencies depend on the target area of application. The lingua franca English has different faces for a range of uses in research, commerce and technology. This presentation presents an investigation of the role of English in international manufacturing organizations, where both technological and interpersonal skillsets are required for successful communication.

Semi-structured interviews were conducted at two multinational manufacturing companies based in Germany with 32 practicing engineers, representing a combined 772 years of professional experience in a professional industrial environment. Respondents provided information on their language training and proficiency including specific strengths and weaknesses; their experience using English at work such as frequency, mode of communication and communicative context; as well as their evaluation of the importance of various competencies for their on-the-job lingua franca applications of English.

Results confirm that the sample of professional engineers have a pronounced orientation toward instrumental goals, with the highest priority assigned to successful completion of the communicative act; formal criteria such as grammatical correctness or stylistics were deemed less essential or even negligible. The range and precision of specialized terminology were consistently cited as central aspects of successful English-language communication, accompanied by the realistic expectation that the appropriate terminology can be most effectively acquired onsite rather than in a notional, often non-specialized class-

room context. Moreover, employers' tacit expectations of (near-)universal English proficiency among educated engineers are revealed in the reported assumption that a graduate of the German secondary school system (nominally CEFR B2) is sufficiently prepared for an international, English-based working environment, yet in practice employees, especially those lacking a university degree, reported being overwhelmed by these demands.

Katherine Guertler is Professor of Intercultural Communication and English and academic head of the foreign languages program at OTH Regensburg, a technical university of applied sciences in Germany. Her research deals with the scholarship of teaching and learning in the context of English for Specific Purposes, most prominently the competence-oriented education of university students of engineering regarding interpersonal and intercultural technical communication skills. Her teaching includes Technical English for a range of disciplines as well as English for Academic Purposes.

Sabina Gola
Annick Englebert

MultiGram et RomaNet : deux plateformes multilingues pour enseigner et apprendre les langues

(MultiGram and RomaNet: two multilingual platforms for teaching and learning languages)

MultiGram (<http://multigram.ulb.ac.be>) et RomaNet (<http://romanet.ulb.be>) ont été conçues comme outils complémentaires dans le cadre de l'enseignement/apprentissage des langues. La première réunit six langues, trois germaniques (l'allemand, l'anglais, le néerlandais) et trois romanes (l'espagnol, le français, l'italien); la deuxième, cinq langues romanes (espagnol, français, italien, portugais et roumain). Elles ont une structure totalement différente et prennent en compte des aspects distincts des langues: l'une a comme point de départ la grammaire contrastive, l'autre plutôt l'intercompréhension entre les langues romanes; l'une mise également sur l'approche communicative, l'autre sur la dimension culturelle. Malgré ces différences substantielles, les objectifs poursuivis sont les mêmes: encourager les apprenants à se servir de leurs expériences linguistiques tant dans leur langue maternelle que dans d'autres langues étudiées auparavant, ainsi qu'à poursuivre leur apprentissage de façon autonome. Ces deux plateformes s'adressent sans doute à un public déjà

plurilingue désireux d'ajouter d'autres langues à son bagage linguistique, mais aussi à un apprenant monolingue qui a envie d'apprendre une nouvelle langue tout seul ou approfondir ses connaissances dans une langue qu'il connaît déjà. En effet, MultiGram et RomaNet peuvent être utilisées comme des outils traditionnels d'apprentissage des langues (une langue à la fois). Grâce à leur flexibilité, due en partie à la technologie, les deux plateformes permettent aux enseignants et aux apprenants de créer des parcours d'apprentissage personnalisés qui tiennent compte du répertoire linguistique des utilisateurs. L'encouragement à la participation active des étudiants à leur apprentissage est aussi une caractéristique de ces outils. Dans notre communication, dans un premier temps nous allons intégrer MultiGram et RomaNet dans le cadre des objectifs du plurilinguisme promu dans le Cadre Européen Commun de Référence pour les langues, en évoquant également le concept d'intercompréhension. Puis, nous allons approfondir quelques concepts fondamentaux sur lesquels se basent les plateformes, comme par exemple le rôle de la langue maternelle dans l'apprentissage des langues, le rôle des autres langues connues sur l'apprentissage d'une nouvelle langue, l'importance de la motivation dans l'apprentissage ... Sur la base de notre expérience personnelle, nous montreront aussi quelques scénarios pédagogiques d'apprentissage.

MultiGram (<http://multigram.ulb.ac.be>) and RomaNet (<http://romanet.ulb.be>) have been designed as complementary tools in the context of language teaching / learning. The first brings together six languages, three Germanic languages (German, English, Dutch) and three Romance languages (Spanish, French, Italian); the second five Romance languages (Spanish, French, Italian, Portuguese and Romanian). They have a totally different structure and take into account different aspects of languages: one is based on contrastive grammar, the other on intercomprehension between Romance languages; one also focuses on the communicative approach, the other on the cultural dimension. Despite these substantial differences, the objectives are the same: to encourage learners to use their linguistic experiences both in their mother tongue and in other languages studied previously, and to pursue their learning independently. These two platforms are no doubt aimed at an already multilingual public wishing to add other languages to its linguistic background, but also to a monolingual learner who wants to learn a new language by himself or to deepen his knowledge in one language he already knows. Indeed, MultiGram and RomaNet can be used as traditional tools for learning languages (one language at a time). Due to their flexibility, due in part to technology, both platforms allow teachers and learners to create personalized learning paths that take into account the users' language repertoire. Encouraging the active participation of students in their learning is also a characteristic of these tools.

In our communication, as a first step we will integrate MultiGram and RomaNet within the framework of the plurilingualism objectives promoted in the Common European Framework of Reference for Languages, while also mentioning the concept of intercomprehension. Then, we will deepen some fundamental concepts on which the platforms are based, such as the role of the mother tongue in language learning, the role of other languages known on learning a new language, the importance of motivation in learning ... Based on our personal experience, we will also show some learning scenarios.

Sabina Gola est Maître de Conférences et enseigne langue et linguistique italiennes à l'Université Libre de Bruxelles (ULB). Ses recherches concernent la linguistique appliquée (enseignement, traduction); la linguistique contrastive (italien-français) et la didactique des langues. Elle est l'idéatrice et la responsable scientifique de la plateforme MultiGram, collabore activement à la plateforme RomaNet. Elle est responsable du module « Tandem linguistique » de l'ULB.

Sabina Gola is a lecturer and teaches Italian language and linguistics at the Université Libre de Bruxelles (ULB). Her research concerns applied linguistics (teaching, translation); contrastive linguistics (Italian-French) and didactics of languages. She is the creator and scientific leader of the MultiGram platform, and actively collaborates on the RomaNet platform. She is responsible for the ULB's "Language Tandem" module.

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