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BOOK OF ABSTRACTS

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“Cross-Curricularity in Language Education”
Centre for Further Education
Complex of Schools No. 1 in Krotoszyn
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- o *Musashino Gakuin University, Sayama, Japonia / Japan*

ABSTRACTS

(in alphabetical order of contributors' surnames)

Aleksandrak, Magdalena – Uniwersytet im. Adama Mickiewicza, Poznań, POLSKA / POLAND

Developing speaking skills in educational settings from the perspective of advanced language learners – the role and impact of selected individual differences (personality, affective factors, willingness to communicate)

The presentation concentrates on the skill of speaking or, more specifically, on the process of acquiring speaking skills in a formal educational setting as experienced and evaluated by advanced language learners. Nowadays speaking is generally perceived as the most important language skill to acquire or even the ultimate goal of language training. Yet, both students and teachers are aware that achieving high levels of proficiency in foreign language speaking in classroom conditions is a demanding and time-consuming task. Moreover, the process of foreign language learning does not necessarily lead to achieving expected results or satisfying oral skills and frequently students finish a language course with the conviction that they are not sufficiently prepared to speaking beyond the language classroom in a variety of communicative situations. Thus, in the presentation the theoretical reflection on some aspects of developing speaking abilities is combined with the perspective of advanced language learners whose reports and opinions provide a personalised insight into the nature of individual perceptions, experiences and problems. In particular, the present discussion aims to shed some light on the issues connected to the following individual differences (Dörnyei and Ryan 2015) involved in the process of speaking development in a foreign language:

- personality (Piechurska-Kuciel 2020),
- motivation and other affective factors (Dörnyei and Ushioda 2011),
- willingness to communicate (Mystkowska-Wiertelak and Pawlak 2017).

Borowiak, Agnieszka – Akademia Humanistyczno-Ekonomiczna, Łódź; Wyższa Szkoła Bankowa, Poznań, POLSKA / POLAND

Are CLIL learners more motivated than non-CLIL? Research outcomes

Content and Language Integrated Learning (CLIL) is a dual-focused educational approach with the emphasis put on content subjects and a foreign language. The reason for the popularity of CLIL in Europe can be attributed to its

success in foreign language education. It is also likely that there are certain individual differences responsible for attaining high proficiency level, for instance motivation (cf. Dörnyei, 2005). Thus, the aim of this paper is to present the results of a study which focuses on CLIL learners and non-CLIL learners' motivation. The sample comprised 91 participants attending two secondary schools in Poland. The study was conducted during one school term. Two questionnaires were used to collect the necessary data. Descriptive statistics were used to describe the data obtained from the questionnaires in order to focus on central tendencies and variabilities observable in the data. This discussion will finish with pedagogical implications.

Ditrych, Karolina – Uniwersytet Technologiczno-Humanistyczny im. Kazimierza Pułaskiego, Radom, POLSKA / POLAND

The supportive role of CLIL learning and small technological gadgets in developing students' language skills during and after the pandemic time. Cross-curricular links through project-based work

In the paper the author focuses her attention on explaining the concept of CLIL in contemporary education. She concentrates on emphasising the correspondence of CLIL method with the assumptions included in the Polish core-curriculum which describe conditions related to language education. Furthermore, some attempts are made to introduce the development of language skills simultaneously with content learning with a support of CLIL method and some technological tools available on the Internet. The main goal of this paper is to draw public attention to the importance of project-based teaching which naturally complements not only the CLIL method but also regulations included in the core-curriculum.

Dolidze, Tamar – Batumi State Maritime Academy, GRUZJA / GEORGIA

Boosting 21st century skills with authentic materials in LSP classroom

At the watershed of the New Millennium, a new concept 4C has emerged in EFL Education. ESP teachers were challenged with the issue of raising media literacy, boosting critical thinking, developing creativity and fostering collaboration while teaching English. With this in mind, the role of 21st teacher of English has been directed towards responding the needs of the new era and integrating the above-mentioned Four Cs while teaching English. Therefore, the Lecture will demonstrate the examples of boosting 21st Century Skills with the authentic materials; both oral (audio visual) and written. Integration of authentic materials in LSP learning process is really effective as they can be an invaluable resource for teaching intermediate and advanced level students. A structured approach to teaching both oral (audio visual) and written will be presented. As News articles and Ted-Talks are real, relevant, current, and interesting. Like all lessons, news lessons should be structured and have a clear goal. Articles can be used to work on speaking, listening, reading, writing, and vocabulary, focusing on more on one of these skills, though all skills will be practiced. On the whole, planning and implementing activities aiming at boosting 4C with authentic materials can lead to effective acquisition of LSP with maximal approximation to authenticity, via going beyond the text books and dealing with real-life-situations.

Furman, Mateusz – Uniwersytet im. Adama Mickiewicza, Poznań, POLSKA / POLAND

Metalinguistic Awareness in the classroom – the role of speaking in the second language development of elementary school students in Poland

This paper aims to explore some aspects of foreign language development of primary school students through the assessment of their metalinguistic awareness in various speaking situations in the classroom. Although it is a key area of learners' communicative competence, speaking is, in fact, one of the most difficult aspects of language learning and teaching - it requires from language learners a coherent use of several cognitive abilities and poses serious demands on a psychological level. Moreover, it is simply an area of language learning that is often not given enough attention by teachers due to restrictions on time, resources and other expectations or duties. It is rather obvious that metalinguistic competence is not a commonly discussed issue in early language teaching and learning. While some basic terminology and ideas regarding the topic are taught in many educational institutions, this area of knowledge lacks in-depth representation in most curricula. However, it has been noted that metalinguistic awareness and competence serve as crucial tools in the process of language learning for those who prefer to learn analytically. Thus, this study focuses on examining the role of metalinguistic awareness (despite its rudimentary presence) in foreign language development of primary school students. During the course of the research, it has been observed that many students are naturally prone to using some metalinguistic concepts in their learning. Hopefully, the results of the present study may shed a new light on the problems in question and help some future research in this area of interest.

Gráf, Tomáš – Charles University, Prague, CZECHY / CZECH REPUBLIC

CLIL in pregradual English-teacher training

The aim of the paper is to introduce a CLIL-based approach which has been adopted for the purpose of developing a course of practical English skills for 1st-year bachelor students of an English teacher-training programme at the Faculty of Arts, Charles University, Prague. The paper describes the key reasons for developing this course, its aims, structure, syllabus, techniques and adopted activities. The course fosters the growth both of advanced language skills (focusing on vocabulary, grammar, style and communication) and of awareness of a multitude of key topics relevant to ELT and foreign-language didactics. The course has been taught so far in three consecutive years and has been highly evaluated by the students. It is an example of how CLIL can be used at university settings as a highly suitable teacher-training tool.

Jaroszewska, Anna – Uniwersytet Warszawski, POLSKA / POLAND

Online-Unterricht und Inklusion

Mit der Verordnung des Ministers für Nationale Bildung vom 11. März 2020 über die vorübergehende Einschränkung der Funktionsfähigkeit der Bildungseinrichtungen im Zusammenhang mit der Prävention und Bekämpfung von COVID-19 wurden Bildungseinrichtungen in Polen geschlossen. Es bestand also plötzlich die Notwendigkeit, das Online-Lernen für alle Fächer einzuführen, auch für den Fremdsprachenunterricht. Und während verschiedene Aspekte des Online-Lernens in den letzten zwei oder sogar drei Jahrzehnten u. a. Gegenstand von Forschung und Diskussion in akademischen Kreisen waren und ein Ziel der europäischen Bildungspolitik darstellten, stellte dieser plötzliche Wandel eine große Herausforderung für alle am Bildungsprozess Beteiligten dar, einschließlich Lehrkräfte, Schülerinnen und Schüler und deren Eltern. Ziel des Beitrags ist es, das Problem der Ausgrenzung beim Online-Lernen und die Schwierigkeiten von Schülerinnen und Schüler mit besonderen Lernbedürfnissen zu thematisieren. Diese Aspekte sind es wert, im Zusammenhang mit der in der Bildungspolitik befürworteten Inklusion in Erinnerung gerufen zu werden, da gerade diese Gruppe von Lernenden trotz der Verfügbarkeit diverser digitaler Hilfsmittel in der Bildung besonders vom Schulversagen bedroht ist.

Kaus, Jerzy – Wielkopolska Akademia Społeczno-Ekonomiczna, Środa Wielkopolska, POLSKA / POLAND

Some notes on the qualities of a good teacher

Teaching English is a demanding profession, which requires specific skills ranging from philological knowledge obtained during philological studies in all areas of linguistics to classroom management. Furthermore, it is noteworthy to state that teachers are frequently evaluated positively or negatively by their students or students' parents. It is beyond the shadow of doubt that good teachers need to have some qualities to cope with everyday interactions with their students. Apart from proficiency in a foreign language, a teacher has to be able to communicate effectively, for instance, create a positive atmosphere, persuade his/her students or solve conflicts as well as control his/her emotions. The presentation aims at examining the qualities of a good teacher, which are required in classroom interaction with students.

Kic-Drgas, Joanna – Uniwersytet im. Adama Mickiewicza, Poznań, POLSKA / POLAND

Krawiec, Marek – Wielkopolska Akademia Społeczno-Ekonomiczna, Środa Wielkopolska, POLSKA / POLAND

Nauczanie PBL (Problem-Based Learning) w kontekście pracy projektowej na poziomie akademickim – na przykładzie autorskiego projektu kulturowego „Śladami sławnych Polaków”

W dzisiejszym świecie, obok komunikowania się w języku obcym, niezwykle ceniona jest umiejętność rozwiązywania problemów, zgodnie z promowanym ostatnimi laty podejściem PBL (Problem-Based Learning). Mając na uwadze studentów kierunków filologicznych warto wprowadzić na zajęcia z nimi innowacyjne metody pracy, takie jak projekty polegające na preparacji materiałów kulturowych, które mogłyby być przeznaczone dla obcokrajowców przybywających do Polski w ramach międzynarodowych programów wymiany i które pozwoliłyby w atrakcyjny sposób przybliżyć im wybrane aspekty kultury polskiej, a z kolei samym autorom takich materiałów nie tylko poszerzyć wiedzę na temat własnej kultury i wykorzystać ją w przyszłości, w swojej pracy i codziennej komunikacji z przedstawicielami innych krajów, ale także wykazać się kreatywnością i pomysłowością. W prezentacji zostanie przedstawiony autentyczny przykład takiegoż projektu zrealizowanego przez prezentujących ze studentami WASE w Środzie Wielkopolskiej.

Kılıçkaya, Ferit – Mehmet Akif Ersoy University, Burdur, TURCJA / TURKEY

The GPT-3 (Generative Pre-trained Transformer) Language Model and EFL writing: Challenges and opportunities

The GPT-3 (Generative Pre-trained Transformer) Language Model is a neural network-based language model that can generate human-like text. It has been shown to improve the fluency and coherence of EFL writing. However, there are challenges and opportunities associated with its use. The opportunities associated with the GPT-3 model include its potential to improve EFL writing skills and help students become more fluent and coherent. It can also be used to generate samples of a student's written work for feedback purposes, which can help identify areas in which they need to improve. Overall, the GPT-3 is a promising tool that has both challenges and opportunities associated with its use, and there is no doubt that artificial intelligence (AI) is rapidly evolving and growing more sophisticated every day. However, it is also due to consider several challenges such as using it to gain an unfair advantage over others such as using AI to generate essays for their courses.

Kolsut, Sławomira – Politechnika Śląska, POLSKA / POLAND

Strzelecka, Grażyna – Uniwersytet Warszawski, POLSKA / POLAND

Zum handlungs- und aufgabenorientierten Fremdsprachenunterricht aus Sicht der inklusiven Didaktik. Case study

Nach der UN-Konvention¹ und der Erklärung der UNESCO (2014) sollte jeder Mensch das Recht auf Bildung haben, die gleiche und gerechte Chancen eröffnet, auch an der Hochschule. Die Praxis zeigt, dass es immer mehr StudentInnen mit besonderen Lernbedürfnissen und diagnostizierten Beeinträchtigungen gibt. Wie können wir ihnen helfen, sich mit der Lerngruppe zu identifizieren und den Anforderungen gerecht zu werden, die auf sie zukommen? Die inklusive Didaktik versucht diese Fragen zu beantworten. Der Beitrag setzt sich mit dem handlungs- und aufgabenorientierten Fremdsprachenunterricht auseinander, der konkrete Lösungen aus Sicht der inklusiven Didaktik anbietet. Im Beitrag werden auch einige Fragen aufgeworfen, die die Bestandteile einer förderlichen Lernumgebung, die Formen einer guten Zusammenarbeit im Fremdsprachenunterricht und einer inklusiven Haltung aller TeilnehmerInnen des Lernprozesses als Vorbedingung betreffen.

Książek-Róg, Marta – Akademia Nauk Stosowanych im. Stanisława Staszica, Piła, POLSKA / POLAND

WebQuests in cross-curricular language learning and teaching

A WebQuest is a lesson format that requires the learners to use Internet resources in order to solve a task given to them by the teacher. The solution to the task is retrieved from a website where it had been placed previously by the teacher. WebQuests derive from a constructivist approach to language education in that they are problem- and inquiry-based and involve learning by doing. In my presentation I will discuss the theoretical rationale behind a WebQuest and offer practical ideas for its implementation in cross-curricular language learning and teaching.

Kuśnierek, Monika K. – Uniwersytet im. Adama Mickiewicza, Poznań, POLSKA / POLAND

Radke, Katarzyna – Uniwersytet im. Adama Mickiewicza, Poznań, POLSKA / POLAND

Benefits and challenges of Collaborative Online International Learning: English and Spanish in COIL

In today's globalized and interconnected world it is vital to prepare graduates to solve global problems that cannot be dealt with locally. Students benefit from working with international peers who major in other disciplines, as it allows them to see the common problems from different perspectives. The outbreak of the COVID-19 pandemic inspired Adam Mickiewicz University (AMU) Foreign Language Teaching Center to launch 16 Interdisciplinary Virtual Exchange projects in 2021 and 2022, with the aim of giving AMU students an opportunity to get acquainted with collaboration across cultures and disciplines. This presentation offers an overview of 4 out of 16 Collaborative Online International Learning projects carried out in 2021 and 2022 by AMU English and Spanish teachers in partnerships with international educators from 5 universities in Europe and both Americas. In this presentation we will focus on the benefits and challenges the students experienced in these projects.

Labecka, Majka – Zespół Szkół Akademickich, Środa Wielkopolska, POLSKA / POLAND

Krawiec, Marek – Wielkopolska Akademia Społeczno-Ekonomiczna, Środa Wielkopolska, POLSKA / POLAND

Educational Escape Room (EER) in the EFL class and its multidimensional character

Attempting to meet increasing demands dictated by current curricula, educators search for new, innovative teaching methods. One of them is the method of gamification which involves ‘embedding’ students inside a game through, for example, creating educational escape rooms (EERs). In this presentation we will discuss the ways of implementing an EER into the EFL class and enumerate its benefits (such as the development of language, problem-solving and logical-thinking skills) based on our own practice and students’ opinions provided in a questionnaire conducted to 5th graders in a primary school in Środa Wielkopolska.

Labecka, Majka – Zespół Szkół Akademickich, Środa Wielkopolska, POLSKA / POLAND

Krawiec, Marek – Wielkopolska Akademia Społeczno-Ekonomiczna, Środa Wielkopolska, POLSKA / POLAND

Cross-curricular workshop in the Eduroom

During the workshop, conference participants divided into groups will have a chance to solve a set of intriguing eduroom puzzles, to test their knowledge and skills from various school subjects (including EFL) and, using different materials and tools, to prepare unique artifacts which will then be exhibited in the conference hall. The clues from the puzzles will lead them to the secret place which will be their destination during their walking tour.

Mianowski, Jacek – Uniwersytet im. Kazimierza Wielkiego, Bydgoszcz, POLSKA / POLAND

Anthropolinguistic approach to game studies. A case of tabletop wargaming

Within tabletop wargaming communities the build-up process runs through three, discernible stages (Block 2009). It begins with a small, dedicated group of enthusiasts seeking to engage a larger amount of players. The dynamics of the evolution involve not only non-competitive casual games, but also dedicated leadership, focused on transforming to the second stage of evolution, where a group of around ten players engage in various forms of organised play. The success of this stage relies heavily on the support of local shops and institutions that provide venue and logistics, as well as the game publishers. The final step integrates players on the national and international levels through events, tournaments and championships. It establishes a setting for competitive play, and social interactions, but also for professional gaming. Finally, there are several mechanisms responsible for the decay and dissolution, based on social factors (negative interactions) or game meta (Mauger 2016). Wargaming, seen as a past-time and hobbyist activity (Featherstone 1998), may be considered a powerful tool not only in transforming its participants but also in internalising their experiences (Perla & McGrady 2011). It can become a potent tool in education and training (Reynaud & Northcote 2015; MacNab 2012), a facilitator of social interaction, and a key to a successful pastime. While bearing in mind the emphasis on hobbyist activities, wargaming provides unique circumstances for culture creation. By means of participation, establishes a meaningful discourse for interaction and facilitates the formulation of a new speech community (Duranti 1997, Foley 1997). What is more, it establishes a system of practices in terms of participation, interaction and a specific set of practices. Both historical and fantasy tabletop wargaming witnessed a period of increased popularity in Poland. The gamers' communities may focus on one of several motivating factors. These may include a league system; casual, weekend games of small groups; or the need to tamper or power-game a system (Carter, Harrop & Gibbs 2014a, 2014b). In such cases, communities integrate between two and two-hundred players, depending on the system. The main reason for the following presentation is providing a reflection on anthropolinguistic frameworks employed within the research. As the core of what is being studied focuses on players, their logistics in organising hobby events, securing adequate infrastructure, and empowering others to participate in organised play, the main issue that a researcher has to face focuses around adequate data collection and its analysis. For this reason, the inclusion of methods oriented around emic perspective remain a key-factor for the study. At the same time, the immersion of the researcher within the studied group lends itself to an ongoing process of problem-solving.

Moroń, Roman Tomasz – Uniwersytet Ekonomiczny, Katowice, POLSKA / POLAND

Gamification-fun-success process in non-game context

The author going through the origins and definitions of the term „gamification” and delineating mechanisms of reaching specific goals is trying to present the possible use of gamification principles in the IT environment, leading in turn to servicing the learning process, in general. The experience of the use of gamification in different areas of life may provide solutions to problems caused by the Covid 19 pandemia and the inconveniences caused in everyday life, the learning/teaching process being one of them.

Olszak, Izabela – Katolicki Uniwersytet Lubelski, Lublin, POLSKA / POLAND

Speaking skills in bilingual learners

Speaking skills are one of the most vital skills to be developed and improved as means of effective communication. Speaking is also regarded one of the most difficult aspects in the process of foreign language learning as most foreign language learners find it difficult to communicate their thoughts in spoken language. In some cases they hesitate or even stop to talk because of psychological barriers or are not able to find proper words and expressions. The present paper extends prior research on speaking strategies applied by bilingual university learners. It aims at establishing the need to elaborate on the strategies bilingual learners use to develop and improve their communication process in foreign languages. It traces out the body of research concerning the term speaking, its importance and characteristics as well as strategies applied by bilingual learners while speaking. The present study can be beneficial for teachers and researchers to consider their bilingual language learners’ speaking needs in foreign language teaching and learning context.

Park, Eunjeong – Sunchon National University, KOREA POŁUDNIOWA / SOUTH KOREA

Effective corpus-aided instruction in the EFL context

Educators would agree that we need to provide effective instruction for ESL/EFL students’ language development and improvement. The purpose of this study is to examine the effectiveness of the lexical bundle interventions through a multimethod research design. Findings show that corpus-aided instruction has some potential to increase multilingual learners’ writing skills. This study provides pedagogical implications for language educators and teachers. This study analyzed lexical bundles from international second language (L2) students’ placement test essays and utilizes them to the L2 writing instruction in intentional and incidental language learning to examine the effectiveness of the lexical bundle interventions through a multimethod research design. The findings showed the effectiveness of lexico-grammatical writing gains. Based on the preliminary findings, suggestions and implications are discussed. This presentation would help ESL/EFL educators and teachers improve awareness of lexico-grammar along with the knowledge and information of corpus linguistics.

Pritchard, Robert – Wyższa Szkoła Bankowa Wrocław, Państwowa Uczelnia Angelusa Silesiusa Wałbrzych, POLSKA / POLAND

The Québec French test for professionals: a model proficiency exam?

The government of Québec requires most members of professional orders, such as accountants and physicians, to show French-language skills sufficient to deal with clients and colleagues. Those not educated in French must pass a proficiency exam. Candidates read and share information about a problem that may arise in their profession, prepare a related report and discuss their solutions with an examiner. The presenter submits that this may serve as a model of a task-based language test. Participants will take part in a few short activities that are part of a sample test provided by the Québec government.

Radojewska, Paulina – Szkoła Podstawowa im. Jana Pawła II, Benice, POLSKA / POLAND

Krawczyk, Renata – Szkoła Podstawowa im. Jana Pawła II, Benice, POLSKA / POLAND

Escape room jako metoda aktywizująca

Tajemniczy pokój, z którego trzeba się wydostać... Nie wystarczy wiedza – tu należy wykazać się pomysłowością i umiejętnością pracy w grupie, sprawnie poruszać się w świecie nowych technologii i... panować nad czasem, bo on jest ograniczony. Czy komercyjny *escape room* może być przeniesiony do szkolnej rzeczywistości? Oczywiście! Dziedzina i zakres? – dowolne. Wystarczy pomysł i zaangażowanie. Na naszych warsztatach pokażemy, jak przygotować *edu room* – edukacyjny pokój zagadek, zadań i wyzwań dla uczniów. Będziemy łączyć ze sobą różne dziedziny wiedzy, rozwijając kompetencje kluczowe. Wykorzystamy tradycję i nowoczesność – od metodyki harcerskiej po TIK. *Edu room* to niestandardowy pomysł na powtórkę, sprawdzian, konkurs lub... po prostu niesamowitą lekcję, podczas której uczniowie przeżyją przygodę.

Róg, Tomasz – Akademia Nauk Stosowanych im. Stanisława Staszica, Piła, POLSKA / POLAND

SLA theory and research - a case for task-based teaching

The past sixty years of theoretical and empirical findings of second language acquisition studies brought answers to several questions pertinent to second language teaching. It is now widely accepted that language learning is by default an implicit process that can be supported by explicit teaching and that interaction is, if not causative, then at least facilitative to the process. This, in turn, suggests that following a structural, grammatical syllabus is of little value to the learners and that it is more conducive to focus on learners' ability to perform certain linguistic actions. Following this line of reasoning, I would like to elaborate on the current evidence-based understanding of how L2 input is processed in the minds of individuals and discuss findings of available research that support a task-based approach to language teaching.

Sendur, Agnieszka – Krakowska Akademia im. Andrzeja Frycza Modrzewskiego, POLSKA / POLAND

The changing face of the Polish Matura exam. A journey through the foreign language paper over the past six decades

In the Polish education system the secondary school leaving exam (Matura) is taken on completion of high school. It is compulsory for those who want to apply for higher education. The exam has been present in Polish education since the late 18th century and has gone through numerous alterations throughout the years: from an internal test, prepared, administered and assessed subjectively by the test-taker's own school teachers, to an external exam, prepared by teams of professional experts, administered according to precise regulations and assessed anonymously outside of the candidates' schools by trained scorers according to refined, unified criteria. The foreign language has

usually been assessed as part of the exam in some form: oral or written, but the skills and abilities tested changed drastically over the years. The presentation is going to walk you through the changes that the foreign language exam has undergone in the last 60 years, with reference to the four language skills and grammar and vocabulary exam papers.