

The background of the cover is a photograph of a forest floor. Sunlight filters through the dense canopy of tall trees, creating a pattern of bright, dappled light and deep shadows on the ground. The light appears to be coming from the upper left, casting long, soft shadows. The overall color palette is dominated by the greens of the foliage and the browns of the tree trunks and forest floor.

UPRT 2015

Empirical Studies in English Applied Linguistics

Edited by Magdolna Lehmann, Réka Lugossy and József Horváth

UPRT 2015  
Empirical Studies in English Applied Linguistics

Edited by Magdolna Lehmann, Réka Lugossy and József Horváth

Published by Lingua Franca Csoport  
Pécs

ISBN 978-963-642-979-9

Chapters © 2015 The authors  
Collection © 2015 Lingua Franca Csoport  
Cover © 2015 Tibor Zoltán Dányi

# Contents

i	Preface <i>The editors</i>
1	Use of Target and First Language in a Primary EFL Classroom in Serbia: The Learners' Views <i>Danijela Prošić-Santovac</i>
17	The Impact of Assessment on Young Learners <i>Gabriella Lócsey</i>
26	“My Sweet Mother Tongue”: Learner Language Analysis <i>Ildikó Lukácsi-Berkovics</i>
37	The Role of Languages in Socialization: A Case Study of Chinese People in Hungary <i>Wang Dong</i>
53	Bridging Learners in Hungary and Japan: A Case Study of an Online EFL Communication Project <i>Julia Tanabe</i>
74	Multilingual Speakers' Reflections on Multilingualism, Multiculturalism and Identity Construction <i>Adrienn Fekete</i>
91	‘I Wish I Had’ Secondary School Teachers' Beliefs About Teacher Autonomy: A Qualitative Study <i>Krisztina Szócs</i>
107	Second Language Motivation: A Comparison of Constructs <i>Višnja Pavičić Takač and Vesna Bagarić Medve</i>
126	Characterising a Demotivating Language Teacher from Students' Perspective: Do FL Learners and Teachers Hold Similar or Different Beliefs? <i>Kornél Farkas</i>
141	The Happy Corpus: A Diachronic Study of University Students' Written Proficiency in EFL <i>Akasha Ghaboosi and József Horváth</i>

- 152    Linking Adverbials in EFL Undergraduate Argumentative Essays: A  
      Diachronic Corpus Study  
      *Katalin Doró*
- 166    Sheltered Beaches: A Tourism Collocation Approach to CLIL  
      Vocabulary Teaching  
      *Ilona Kiss and József Horváth*
- 179    Becoming Professionals in English: A Social Identity Perspective on  
      CLIL  
      *Mónika Fodor and Réka Lugossy*
- 193    Blending with Edmodo: The Application of Blended Learning in a  
      Listening and Speaking Skills Development Course  
      *Krisztián Simon and Kristína Kollárová*
- 218    “Can we have a ... question?” The Dearth of Communication  
      Breakdowns in a Group of Hungarian EFL Learners  
      *Thomas A. Williams*
- 235    Student Teachers’ Research Within the Frame of Teaching Practice in  
      TEFL  
      *Stefka Barócsi*

## Preface

Welcome to the 2015 volume of our peer-reviewed e-book series now celebrating the 10<sup>th</sup> anniversary of University of Pécs Round Table (UPRT). The first conference was organized by Marianne Nikolov in 2006 with the aim of providing a forum for researchers of applied linguistics at University of Pécs as well as University of Zagreb to share their research findings and identify new paths for collaboration. She edited the first UPRT volume sharing the work with her colleagues in the Department of English Applied Linguistics and occasional guest editors later on. From 2012 on, as a result of the fruitful cooperation, the conference has been organized biannually, University of Zagreb hosting the twin event named University of Zagreb Round Table (UZRT) every even year. Thus, the history of the series has seen eight UPRT and two UZRT publications in the past decade.

The volumes have traditionally published empirical research in the field of applied linguistics and language pedagogy in the broad sense. Research designs involved both quantitative and qualitative approaches with a slight shift towards mixed methodology research by the end of the decade. Among the authors we have been glad to welcome an increasing number of talented young scholars besides senior researchers from a variety of regions and prestigious universities of Hungary, Croatia, Italy, Serbia, Slovakia, Slovenia, Romania and Ukraine. These have constituted the unique and rich perspectives on language pedagogy special to the series.

The present volume follows this tradition and reports findings of 16 studies covering a wide range of EFL language learning and teaching experiences. The chapters offer fresh insights into Serbian, Chinese, Japanese, Croatian, Slovak and Hungarian perspectives on a colorful variety of subjects. The major issues explored in the studies involve code-switching, interlanguage development, young learners, identity, multilingualism and multiculturalism, assessment, motivation and demotivation, specialized corpora, content and language integrated learning, skills development and teacher training.

We hope you will find the studies presented in this volume worthwhile and get inspiration for further research by reading them. Enjoy!

The editors