International Conference
Language, Literature and Culture in Education 2014

LLCE2014:

BOOK OF ABSTRACTS

Nitra 2014

International Conference
Language, Literature and Culture in Education 2014
7-9 May 2014, Nitra, Slovakia

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*The main intention of the interational conference **Language, Literature and Culture in Education 2014 (LLCE2014)*** was to create a working platform for academics, researchers, scholars, teacher trainers and teachers to discuss, exchange and share their research results, projects, experiences, and new ideas about all aspects of studies in language, literature, culture and related areas in a truly international atmosphere. The conference itself followed and enriched the tradition of the conference series ***Foreign Languages and Cultures at School (2002-2013).***

The international dimension of the conference was ensured by personal or virtual engagement of participants from seventeen countries and four continents (Africa, Asia, America and Europe). Along with two plenary lectures given by dr. Judit Kormos and prof. William New, the conference was divided into 6 sections:

1. *Language and Linguistics*
2. *Literature*
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This CD Book of Abstract includes the abstracts of all papers and presentations given at the *Language, Literature and Culture in Education 2014* conference. First, there is a list of sessions, which is then followed by the list of abstracts ordered according to the alphabetical order of the authors´ names (Author Index). For a better orientation, each abstract is marked by its identification number (ID) and the session it was included into (P = plenary, L&L = Language and Linguistics, L = Literature, C = Culture, F = French session, VP = Virtual paper, Ps = Poster).

The full papers and presentations are published either in the May and September issues of ***JoLaCE: Journal of Language and Cultural Education*** (ISSN: 1339-4045 print, ISSN: 1339-4584 online at www.jolace.com) or in the CD ***LLCE2014 Conference Proceedings*** (ISBN 978-80-971580-0-2, available also on-line at http://www.jolace.com/llce-2014/conference-publications/).

The conference was part of the project KEGA O36UKF-4/2013 funded by the Ministry of Education of the Slovak Republic.

See you at LLCE2015!

<div align="right">Editors</div>

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Teaching Literature in Contemporary Education: The National Curriculum for Literature in Cyprus
(VP-5, ID 189)

During the last decades, a new economic, social and cultural paradigm has been established, which is characterized by the diffusion of products and information, the osmosis of cultures and scientific disciplines and the asymmetry of viewpoints of reality (in key-words: globalization, multicultural societies, postmodernity).

This new reality reflects on the educational system and determines the knowledge we offer to the new generation. The student-centered, humanistic and democratic school of today requires the formation of young men and women who are able to manage various textual, visual and digital practices, to interact with each other accepting the fact that they may share different views and may have different cultural origins and characteristics and, last but not the least, to be active citizens aware of the "politics of meaning" produced by the vast, and often controversial, multiplicity of texts (discourses) in our postmodern world.

These objectives necessitate the development of a new Curriculum (Programme of Study) for the whole set of courses, which is based on interdisciplinarity and the Pedagogy of Critical Literacy, in order to promote (a) a holistic approach to knowledge and (b) cultural literacy, providing the youth with the adequate skills, attributes and competences for their smooth integration to the 21st century (and their active participation to its formation).

This paper presents the new integrated Programme of Study for the Literature course in the framework of the National Curriculum Reform in

Cyprus. The Programme was gradually introduced in the school system of the Republic of Cyprus since September 2011, and it is worth mentioning that its formation was the fruit of a productive collaboration between academic professors and school teachers. The Curriculum for Literature, like the others of the same reform, aims to cultivate reading and writing skills as part of a broader critical literacy agenda, enabling students to become not only critical and creative readers of literary texts and practices, but also to understand the interrelation of literature with other forms of art and cognitive fields, such as history, science etc.

The teaching of literature in the new Currriculum is viewed as a full set of knowledge, values and skills, which unfolds gradually, let say, as a plant: starting from the basic elements of literature theory and the "grammar" of poetic and narrative texts, for younger pupils, and moving to more sophisticated matters regarding the nature of literature and its functions as an aesthetic, social, historical phenomenon, for the senior classes. In this perspective, the course of literature becomes a dynamic and flexible process in which students, according to their age and potential, explore various texts of poetry and narrative, as well as other forms of art, in a historical perspective, compare the different ways of expression and viewpoints of each one, and in turn they produce their own texts (i.e. alternative scenarios of life). The classroom becomes a workshop, which develops intrinsic motivations and reinforces learners' participation, taking into account the interests, preferences and concerns of all students. The analysis of the texts, organized in thematic units, is adjusted to the literacy level of students' age, and is based on a variety of educational material (not only texts but also music, films/videos, fotos etc.) to meet the needs and cognitive skills of each student.

The positive impact of the new Curriculum for Literature on students and teachers in Cyprus's compulsory education during the last 3 years, permits us to propose this programme as a good practice, wishing to have a productive discussion and feedback at the congress.

Sunday O. AJITONI (University of Ibadan, Nigeria):

Enhancing Nigerian Students' Intercultural Competence and Achievement in Social Studies Through Outdoor Activities
(C-10, ID 205)

Nigeria, the most populous country in Africa, is today in the euphoria of a hundred years of her existence as a united country following the 1914 amalgamation of the Northern and the Southern Protectorates. The country provides many interacting features such as cannot be seen in many countries of the world. The geo-political and socio-cultural realities, the vast territorial spread of the country, the impressive population figure of over one hundred and fifty million people, the multicultural and multi-lingual composition of the population, and the rich vegetation which correlates with the climate are interesting features to behold. Yet many of the ethnic groups live within the borders of the country whose cultural groups and ideas have not been properly blended into a nation. This situation has been caused by and has given rise to such problems as ethnic riots, religious imbalances, and fratricidal struggles for resource control. This growing spate of crises and insurgencies has been traced to inadequacies in the knowledge of intergroup relations. Interestingly, diversity in languages and cultures has become prominent in Nigerian schools, from the primary through post-primary to tertiary institutions. This mixture has greatly impacted on students' learning and interpersonal relationships. In addition, cultural differences in communication affect the ability of all involved in the educational process to achieve their educational goals. Yet, in this twenty-first century, an era of increasing globalization, competence in intercultural communication is becoming an absolute necessity. In both private and public lives, in individuals' personal and professional endeavours, it is imperative that the individual learns to communicate with people whose cultural heritage makes them vastly different from theirs. Individuals' personal satisfaction

has increasingly come to depend upon the ability to communicate competently with people from other cultures. The challenge posed by these situations to peoples in Nigeria and globally is to understand and appreciate cultural differences and to translate such understanding into competent interpersonal communication. Nigeria as a country in which diverse socio-cultural and ethnic groups are merged, needs a strong instrument of integration to bring together the heterogenous groups, create a disciplined society and forge unity in diversity. To achieve these goals, this study used formal education as an instrument to determine the effects of outdoor activities in Social Studies on secondary school students' intercultural competence and achievement in Nigeria. Findings from the study showed that the students exposed to outdoor activities performed better in intercultural competence and achievement than those in the traditional teaching methods group. Recommendations are made that teachers of Social Studies should not limit their teaching of multicultural concepts to classrooms situations but integrate outdoor activities into teaching and learning situations for students to gain first hand experience.

Sunday O. AJITONI (University of Ibadan, Nigeria):

Secondary School Teachers and Students' Perception of the Need for Multicultural Education Concepts in Social Studies in Nigeria
(L&L-3, ID 206)

Nigeria is a country that is blessed with abundant human and natural resources. In terms of population, the country is the largest in Africa with a population of over 150 million. The ethnic composition of Nigerian human resources are Hausa/Fulani, Yoruba. Igbo, Ijaw, Kanuri, Ibibio, Tiv and others. They have their diverse cultural beliefs. In the recent times, the country is faced with problems, such as murder, religious and ethnic violence, terrorism by Boko Haram Menace in the North and a host of others. Government has taken various steps to control these ugly occurrences but not much has been achieved. It is, therefore, essential to look for other means to address these challenges. Education has been seen as a means and an effective way of changing long established behaviour. Ignorance seems to be the bane of all these problems and ignorance itself is a serious impediment to finding solution. Multicultural education is very relevant and germane to the present day global concerns. Thus, this study investigated the perception of teachers and students on the teaching and learning of the need for multicultural education concepts in Social Studies in secondary schools in Oyo State, Nigeria.

Four research questions and four hypotheses were raised to test the perception of students and teachers on this issue. The study made use of 967 Junior Secondary School students and 4 teachers from seven schools which were randomly selected from the 33 Local Government Area of Oyo State. It used a descriptive design with questionnaire and checklist to survey the opinions of students and teachers in the upper basic education programme. The instrument had a Pearson Product Moment Correlation Coefficient of 0.72.

It was found from the study that a majority of Social Studies students and teachers could not explain multicultural education, although most of

the teachers and students agreed that there was a relationship between multicultural education and Social Studies. The findings also showed that most of the teachers and student could not identify multicultural education concepts correctly. These results, show that Nigeria parades students from different cultures, and this is about as a result of the heterogeneous status of Nigeria. Hence, there is need for multicultural education that will take care of all the children in the schools. Both the students and the teachers should be adequately informed about multicultural education concepts. Organizing an in-service training for the teachers to re-orientate them to be more effective in their efforts to impart multicultural knowledge will be essential. Moreover, curriculum implementer should go extra miles in updating their knowledge and attitude to multicultural education concepts in Social Studies.

Hassan AKBARI BEIRAGH – Melika KOOSHA (Semnan University, Iran):
The Comparative Study of Poems Composed by Forough Farrokhzad and Emily Dickenson
(Lit-6, ID 147)

This investigation had been done in the domain of comparative literature between Persian and English literature. The goal of this research was to find common horizons of thoughts between two poetesses with two different cultures and languages – Forough Farrokhzad from Iran and Emily Dickenson from English literature. The study of the poems of these two poetesses with paying much attention to their circumstances , social state , and effects that they may had on each other , may bring some questions to mind such as whether they had lived in the same enivironment, or affected from each other. The results showed that these two poetesses had many similarities which were related to their lifestyle, society, and the effect that they may got from each other.

Parviz ALAVI NIA - Bayez ENAYATI (Uromiah University, Iran):
The study of the role of English proverbs in teaching social and cultural beliefs to the ESL students in Iranian high schools
(C-12, ID 140)

   Every nation's oral literature has a rich collection of proverbs and both scientists and common people have accepted them as the valuable abstract of their lives. Having benefited from thousands of years of experiences, English language is replete with plenty of proverbs by which the Iranian ESL students can learn a lot about the beliefs and principle ideas of the English people. The current paper focuses on using English proverbs in teaching social and cultural beliefs of the English people to the ESL students in Iranian High schools. The library research has been used as the method in order to gathering necessary information about the English proverbs' uses. The results show that using English proverbs in order to teach social and cultural beliefs to the Iranian high school students results in students' learning a lot of valuable knowledge about the society and culture of the target language because of the nature of the proverbs such as being short, rhythmic and easy to learn.

Anke al-BATAINEH (INALCO – SEDYL, Paris, France):

"It's not important where you are, it's important what you are": International Armenian Cultural Education as a strategy of language maintenance
(C-9, ID 122)

Language endangerment and extinction is an increasing problem globally. Given a widely accepted estimate that the world has approximately 6,000 distinct languages, estimates of those that risk being lost in the next century range from 32% to 90%. As a result, a great many communities have begun looking to educational programmes as keys to language maintenance and revitalization. Many such programs are still relatively young and under development. They face many challenges, including those originating in the phenomena of globalization, those associated with material and human resources, as well as those more generally associated with language attitudes and acquisition. Models of successful programs are needed, but research is lacking, especially for languages without official status.

The Western Armenian language has been maintained in diaspora, without an accessible homeland or the support of any regional power structure, for nearly one hundred years after a catastrophic genocide and exile from what is now Turkey. Educational programs are strongly associated with this success by many members of the speaker community.

Ongoing doctoral research is exploring attitudes toward Armenian schools, how successful   they are in transmitting the language, and what programming and pedagogical decisions influence the ability of schools to keep Western Armenian thriving as a mother tongue. There have been found to be concerns about families who do not choose these schools for their children, about children who do not take an interest in academic Western Armenian classes, and about the level of competence students gain from the school in countries where the language has few to no economic, political or higher educational applications. These limitations

on school transmission of a heritage language intersect with the findings of other studies.

Crombie and Reedy (2000) , Huss (2008) and Shohamy (2006) demonstrate that some educational programming that is intended to support language vitality lacks integration of cultural activities that allow students to optimally acquire a heritage language in another lifestyle context. There has also been found to be a cyclical relationship between community, non-academic life, and the extent to which the school can transmit high levels of competence in the language. Fishman´s (1965) domain model for language maintenance predicts that even full emersion in the language, if restricted to the domains of the school, will not necessarily secure vitality for the language as a mother tongue. This has been borne out in some of the most successful cases of schooling in an endangered language (e.g., Edwards & Newcombe, 2005, Landry & Allard, 1993).

Given these various limitations on academic instruction as a means of transmitting a language and its cultural heritage, cultural and extra-curricular programs present themselves as an interesting alternative/supplement for language transmission. The effectiveness of this approach appears to be supported by data from interviews with Armenian students and parents who do not participate in academic programs in Armenian, but who are involved in clubs and other social and cultural activities.

Although the Western Armenian language lacks the official status, some international Armenian organizations have sought to use cultural education in the arts, history and literature to support language transmission and positive attitudes about the language´s vitality in communities all over the world. This paper will explore the strategies and policies of one such international cultural education organization, through the lens of Fishman´s (1965) domains and their role in language maintenance. It will examine the organization´s academic programming,

as well as its extra-curricular and community structures. The primary question of inquiry will be to what extent this organization´s use of cultural education in and out of schools can serve as a model for other endangered language communities. Both practical and theoretical viewpoints are considered.

Servet ÇELIK (Karadeniz Technical University, Turkey):
Towards the Need for a Hands-on Approach to Teaching Foreign Cultures in the EFL Classroom
(C-5, ID 226)

The need for incorporating culture in EFL instruction has been widely recognized from a theoretical perspective, and a great deal of effort has been expended in terms of educational policy to address this issue. On the other hand, implementing cultural instruction on a practical level remains a considerable challenge; and in educational settings where teachers themselves lack familiarity with the target culture and where educational materials are deficient in this respect, cultural instruction may often be ignored. This study offers a practical plan for teaching about culture, demonstrating how teachers, as well as learners, can become students of foreign cultures while avoiding common pitfalls.

Servet ÇELIK & Bilal KARACA (Karadeniz Technical University, Turkey):
Considering Culture in Developing an EFL Curriculum for K-8 Learners in Turkey
(C-2, ID 225)

Intercultural awareness is an important goal of foreign language education; but including culture in an English curriculum in a way that meets both the needs of learners and the aims of the learning program can be problematic. To demonstrate how program designers may address the issue, this study explores how pedagogy, contextual factors, and concerns about the teaching of home, target and other world cultures were considered in developing an English language curriculum for K-8 learners in Turkey. A model of the final implementation is presented, along with related materials.

Carrie Kam Hung CHAU[1] - Irene Kwok Chun IP[2] ([1]Community College of City University, China; [2]SCOPE, City University of Hong Kong):
Error Analysis of Students in Learning Vocabulary
(VP–1, ID 102)

To err is human. To learn from errors is helpful. To analyse students' errors is important for teachers' plan for their teaching. In our study, an attempt has been made to analyse some language students' errors in learning vocabulary, which is a building block of language. It is hoped that this will shed light on students' language acquisition and more emphasis can be placed on how these errors can be avoided, and how the students' difficulties can be identified with some suggestions to overcome them.

A group of tertiary language students were recruited to be the subjects of the present study. A test was given to them to test their prior knowledge. Then they were given a list of glossaries to study. The glossaries were taken from different fields, including literature, public relations, public affairs, as well as accounting and finance in bilingual versions with Chinese as L1 and English as L2. A test was conducted to check how much the participating students had learnt from the bilingual list of glossaries. They were given some items in English and they had to translate these into Chinese, and vice versa. Several levels of comparison have been taken into account for analysis: different genders of participating students, different categories of glossaries, and also varied degree of competence in English and Chinese as reflected in the test performance.

Lamria CHETOUANI (Université Européenne de Bretagne, France):
Du personnage étranger à l'étrangeté du langage
(F-4, ID 207)

Cette communication s'intéresse à L'étranger d'Albert Camus, œuvre reconnue, lue et enseignée en France comme à l'étranger, et offrant à la fois une facilité de lecture et une réflexion éducative liée à la doxa et à l'absurde. Notre objectif est de mettre en évidence les moyens langagiers que Camus utilise pour déconstruire les stéréotypes ancrés dans la conscience collective et pour révéler le dysfonctionnement de la société.

On fera appel à une approche lexicale et discursive autorisant une Nouvelle interprétation de l'œuvre dont la richesse n'a pas fini de livrer ses secrets.

Ivana CIMERMANOVÁ (University of Presov, Slovakia):
Graphic Novels in Foreign Language Teaching
(L&L-7, ID 224)

Using pictures, storytelling, and creative writing are the activities used more or less regularly in foreign language teaching. Picture books are not a new phenomenon in our book market. Picture books for children are the types I believe everybody read in their lives. In language teaching picture books present an authentic material. The article discusses the possibilities of using picture books in language teaching and presents the qualitative case study results focussed on effectiveness of using wordless picture books. Shaun Tan's books were used as a source for descriptive and creative writing in foreign language teaching. Shaun Tan (n.d.) emphasises that his books are not for children. The themes he depicts cover also the mature themes, e.g. the social issues that might be discussed by teenagers and adults as well. The fact that the books rely on pictures makes it available to all language proficiency groups. Based on the results and experience the author highly recommends use of the wordless picture books to develop student writing.

Jitka CRHOVÁ - María del ROCÍO DOMÍNGUEZ GAONA (Universidad Autónoma de Baja California, México):

Change in beliefs on language learning of BA students in Language Teaching
(L&L-5, ID 109)

This paper analyzes changes in students' beliefs on language learning in a Mexican public university BA in Language Teaching. The study monitors the beliefs held by students in an initial stage, when they enter the educational program to the final stage of a four-year program, implementing the instrument BALLI (Beliefs About Language Learning Inventory), developed by Horwitz (1985, 1987, and 1988). Although considerable amount of research has been conducted about language learners and language teachers' beliefs, there are few studies that would monitor the changes in beliefs over a longer period of time. Moreover, the results of current studies in the ESL (English as a Second Language) or EFL (English as a Foreign Language) field are rather inconclusive in the sense that some of them report beliefs in language learning, which have not been modified substantially in pre-service language teachers (Peacock, 2001), while others suggest the contrary (Debreli, 2012). The authors of the present article describe the beliefs of a selected group of students from a 2009-2 cohort reporting changes over the four year period in the following thematic lines: difficulty of the language, foreign language aptitude, nature of language learning, learning and communication strategies, and motivations and expectations. The authors argue that beliefs play a central role in the process of pre-service teacher development as they anticipate changes in teacher's practices. The theoretical and pedagogical implications of the study for the educational program are also discussed in the paper.

Faride DAVOUDY MOGHADAM (Shahed University, Tehran, Iran):
The Hunting Allegory in Rumi's Masnavi
(Lit-10, ID-188)

Hunting is one of commonest and most familiar motifs of mystical literature. And include vast domains of Gnostic and mysticism. One of the texts that have taken advantages of hunting allegory is Masnavi that communicates with some of the symbolic concepts of hunting in universal culture and literature. (Telling) stories about hunting and hunters with the main them of hunting in his 6 books of Masnavi, Mewlana teaches the deepest and the most beautiful mystical lessons. He tells about two kinds of hunting: the ordinary and the pure hunting. He sometimes considers hunting as seeking for god and the hunted as sacrificing. Ignorance, unseemliness, impurity he reminds the readers that in the world of hunting, they themselves might be the real preys and with falling in the trap of ignorance and unawareness they cannot enjoy the real grace. In some cases, in Molana's thoughts, hunting is in fact the hunting of the pure loving and mystical moments and in another case he knows the wayfaring silence as technique in hunting of the spiritual truth.

This article talks about some of the symbolic concepts of hunting and tries to analyze the precious thoughts of Mewlana under the light of this allegory.

Faride DAVOUDY MOGHADAM (Shahed University, Tehran, Iran):
Grotesque in Atar's the frenetic anecdotes
(Lit-14, ID 187)

Grotesque is a technique or a style in art and literature. There are many different and complex meanings and domains defined for it. Some believe it is a mixed satire and have accounted features like imbalance, horror increasing, exaggeration and indulgence, disorder, satire and entertainment for it. Some have defined it as a method of voluntary expression for the people who do not follow social and literary rules and codes. Considering the total of the features defined for this technique , we can get to the result that the frenetic anecdotes in Atar's Masnavis can be defined and analyzed using these features and characteristics since these stories are good examples to be mentioned for Grotesque technique in Persian literature because of bilinear contents and in some cases multi sided contents with a form full of irony, satire and laugh and an inside full of deep meanings and a structure corresponding more or less with puzzle like, slangy and satirical forms of Grotesque. Using the content analysis, this research reads and interprets these anecdotes using the principles and rules of Grotesque technique and tries to prove the claim saying that Atar Nishbouri has benefited from this method to express the beliefs, induction of concepts and his eminent teachings in a time earlier than 20th century modern authors. Atar used the method skillfully and creatively although the method didn't have the current name of Grotesque at that time.

Niels P. de JONG (University of Education Upper Austria, Austria):
Code-switching as a foundation for including multilingualism in English as a foreign language education
(L&L-10, ID 202)

In light of the increase of students with international backgrounds in the classroom, there is a strong movement to have a more multi-linguistic approach to foreign language education. Although met with skepticism by some teachers, by including students' multi-cultural and multi-linguistic backgrounds in education, educators are to help students learn more effectively. In order to contribute to its linguistic foundation, this paper will look at the constructivist principles of code-switching as a guiding principle for including multi-lingualism in English as a foreign language education.

Marta DICK-BURSZTYN (University of Rzeszów, Poland):
Facing grammar problems with the aid of lexicographic tools
(VP-4, ID 175)

Grammatical information about headwords in pedagogical dictionaries seems to play a significant role in pedagogical lexicography. When users become familiar with the semantic features of a lexeme, they need to apply it correctly in the context, also in terms of the syntactic principles governing a given language. Grammatical information is one of many information categories provided in a dictionary for a particular lexical item. However, it is the type of a dictionary that determines the volume and, what is more, the form of presentation of grammatical information.

The main aim of my paper is to present the results of the analysis of the project conducted among two groups of students studying English. The project was aimed at examining the techniques and degree of making use of numerous information categories presented in dictionaries, as well as testing the students' dictionary preferences, needs and habits. The data obtained and analysed are to enrich our knowledge on how to improve the structure of a learner's dictionary, in general, and, in particular, on how to successfully present grammatical information of those linguistic aspects which Polish users may find challenging.

Anna DZIAMA (University of Rzeszow, Poland):

Slavonic Element in Jewish American English: The Case of Human-specific Vocabulary Items

(L&L-15, ID 179)

Bluestein (1998),Wex (2007) – among others - have listed Slavonic lexical items that entered the American variety of English through the means of Yiddish. This papers presents the semantic evolution of several words related to the conceptual macrocategory HUMAN BEING that are key examples of Yiddish-originating lexical items in Am.E. The words analyzed in this paper include bubbe, kalikeh, nebbich, paskudnyak, schlub, schmatte and trombenik. All represent borrowings from one of the Slavonic languages, with various phonetic and semantic modifications that followed.

Hosni Mostafa El-DALI (United Arab Emirates University, Abu Dhabi):
Three Paradigm Shifts in Translation Studies: An Overview
(VP-7, ID 215)

   With the development of such disciplines as linguistics, literature, sociology, psychology and the rise of postcolonialism and feminism, more and more theories are applied to translation studies (TS). These theories not only offer new perspectives but also bring new turns to (TS). On the basis of Thomas Samuel Kuhn's Paradigm Theory (1970), and Long Jixing's (2012) study on "Turns of Translation Studies", the present study attempts to demonstrate that the turns of (TS) widen the definition of translation, and that both affect and contact each other closely. That is, a new definition is widely accepted always generates a new turn, and the new turn tends to breed a next new definition and so on and so forth, hence the development of (TS).

   The focus will be on three paradigm shifts; the first two have been examined and analyzed by many scholars; and the third one represents 'the next turn in translation' as Edwin Gentzler argues. The three turns are (1) linguistic paradigm; (2) cultural paradigm, and (3) social and psychological paradigm. A special emphasis will be on the third turn on the basis that it is the future developing trend of translation studies, especially it extends the scope of (TS) to include not only language, context, but also the inside world of human being (The Identity Issue).

Ahmed ELNIMEIRI (Abu Dhabi University, United Arab Emirates):
"The Huck Finn novel": Faulkner's revision of Twain
(VP-11, ID 153)

   The Reivers: A Reminiscence (1962) was conceived 20 years before its publication as "a sort of Huck Finn" novel: following the outline of Twain's novel but revising and reversing Twain's vision of the American experience. While Twain depicts the American experience as a fluid experience located forever in the here and now (the timeless present of the primeval river and forest), in the practical and the concrete and in the native (the pristine experience of America, precious if seemingly primitive) that Huck and Jim would happily live in on the raft until they are periodically encroached upon and imperiled by defunct and deadly experiences from the land, grotesquely playacting Europe and its past; Faulkner places America in the stable codes of the past and Europe, more of a concept than a reality. Faulkner opposes Twain's extreme depictions and expressions of the reality of their world consistently and methodically. The deliberate formlessness of Twain's narrative (Twain would prosecute, banish and shoot anyone who would look for form or purpose in his narrative!), which projects a formless experience, is replaced by a carefully controlled narrative in which forms become extremely meaningful. In Faulkner's narrative experience is mellowed and partially presented to produce the comedy in the novel but more importantly to make possible an extreme affirmation of social experience. The reminiscence, which is the essence of the narrative (the novel is subtitled *A Reminiscence*), identifies social experience as a crystallization of a definite legacy: British, conservative and highbrow and presented as older and superior to America. This extreme affirmation of the social experience takes the obvious and extreme form of dictating and prescribing the right and appropriate course of action in any situation, hence the description of *The Reivers* as a "latter-day courtesy or conduct

book". In the form and content of Faulkner's novel the revision of (and opposition to) Twain is glaringly obvious. While the hero of Faulkner's novel comes back home to become a gentleman, Huck is in continuous flight from the restrictiveness of the social and the images of the old world which he encounters at every juncture of his experience.

The Reivers is distinguished from Faulkner's other novels by its prescription of a remedy for the chaos in the American experience of his time and of the modern world in general (this chaos Twain would identify in his time as alien to America and therefore the only remedy needed is to deny and exclude that which is alien). Although Faulkner's characters in the fiction after 1950 (after the Nobel Prize address), sometimes moralize and are sententious, they affirm affirm certain values or "verities" as viable but they do not directly prescribe. I do not mean that Faulkner speaks directly and suggests explicitly what he thinks will deliver man from his predicament. I mean that the characters' behaviors constitute a prescription. Faulkner, in effect is defining his role as an artist. He is not content to delineate experience and reveal its depths as he had done in the works of the prolific period (1929-1936), but he is impelled to subordinate it to certain concepts and values and to present it in such a way as to reflect thought and feeling that that exist prior to it (the opposite of what Twain does in *Adventures of Huckleberry Finn*).

In what it expresses and in its revision of *Adventures of Huckleberry Finn*, *The Reivers* provides an important clue to the understanding of Faulkner's vision. Like Eliot, Faulkner emerges clearly as a modernist who retreats from the horrors and nightmares of the modern world into a neat world of well-tried, albeit simple, patterns and structures of living.

Bayez ENAYATI - Parviz ALAVI NIA - Sara JALALI (Urmiah University, Iran): **Some possible critics to post method pedagogy**
(L&L-6, ID 184)

Being raised a consequence of common dissatisfaction with the limitations of the concept of method, post method pedagogy has introduced three parameters of particularity, practicality and possibility principles to be replaced with the limited concept of method in the era of second/foreign language teaching and teacher education. The theoretical concepts of this new approach are influential but putting them into results in new challenges for language teachers and language educators. Using the library research method, the current paper outlines some potential shortcomings of the post method pedagogy while introducing the possible critics which influence the practicality of this approach.

Bayez ENAYATI - Parviz ALAVI NIA (Payam-e-Nour University of Mahabad, Iran): **The role of Persian proverbs in keeping Iranian beliefs in the cyberspace**
(Lit-17, ID 141)

Having been derived from the oral literature, proverbs are inseparable parts of nations' folklore. Every nation's oral literature has a rich collection of proverbs and both scientists and common people have accepted them as their lives' valuable abstracts. With thousands of years of experiencing being a dominant language, Persian language benefits from these abstracts, too. There are plenty of proverbs in Persian language by which the present and future generations can learn a lot of information about the beliefs of their old ancestors. This paper studies the main role of the Persian proverbs in keeping the beliefs of a nation benefiting from having a very well known and old civilization. The library method has been used for gaining the necessary information about the proverbs and their roles in the present conditions. The main question is that whether the proverbs can keep the valuable beliefs of the Iranian people in the cyber space of the present world. The results show that Persian proverbs, as the results of the Iranian people's experiences, are still successful in keeping the Iranians' valuable beliefs and transferring them to the new generations in the current situations created by the cyberspaces.

David O. FAKEYE – Ruth ADEBILE ([1]University of Ibadan, Nigeria; [2]Adeyemi College of Education, Ondo, Nigeria):

Enriching Literature-in-English instruction in the context of informal school Literary clubs in Nigeria
(Lit-2, ID 160)

Literature is a work of art that serves as a useful tool in socialization and education of individuals through exposure to fictional situations and characters. Despite its values as a repository of societal values, norms, customs, beliefs and traditions, Literature- in- English is not well taught at secondary schools in Nigeria which has resulted in declining enrolment of students offering it as well as lack of interest in the subject. The situation in Ondo State is more worrisome as most students do no read prescribed literary texts coupled with the fact that literature is taught through the use of conventional lecture method which precludes thorough interaction of students with prescribed texts and which heavily relies on the use of study notes written by literary critics to understand the content of the prescribed texts. Contemporary pedagogical approaches to literature instruction which are mostly informal and activity- based and which would help them take ownership of their learning, improve their learning outcomes and remove the tension associated with the conventional classrooms are canvassed. One of such informal approaches to literature pedagogy is through students' participation in school literary clubs activities in which prescribed literary texts are read or dramatized. Literature search has confirmed the usefulness of students' participation in informal school literary clubs activities but it has not been used as a method of instruction to teach prescribed literature texts among secondary school students in Ondo State, Nigeria. The focus of this paper, therefore, is to report the effectiveness of literature teaching through students' participation in school literary clubs activities in selected senior secondary schools in Ondo State, Nigeria.A descriptive research design is adopted using observation schedule to measure participation in literary

clubs activities and Literature achievement test to measure extent of mastery of the content of the texts among 1500 students who participated in the study. Data collected are analyzed using descriptive and inferential statistics and findings reveals that students' participation in Literary clubs activities promotes effective teaching and learning of literature and enhances students' achievement in it. Recommendations are then made that literature teachers should adopt this informal approach in their quest for improved teaching and learning of literature in Nigeria schools especially in Ondo State.

David O. FAKEYE (University of Ibadan, Nigeria):
Cultural Erosion in the Context of Globalization: Impact on sexuality in Nigeria
(C-7, ID 155)

An important component of culture among different people of the world is sexuality. In Nigeria discourses on sexuality are strictly placed in the purview of family and religious circles, higher institution of learning in the hallowed walls of national and state assemblies, and pages of news papers. The ardent of globalization has brought an increase in sexual awareness and reorientation among Nigerians. The pre-globalised Nigerian culture was characterized by restriction of sex and related issues to family life between a man and a woman who are joined in marriage. In addition, virginity or girl- child chastity was considered a thing of pride for the bride's family and as such any one who dared to deviate from the norms was deemed to have brought shame upon her family and was stigmatized by the entire community. Further still, every member of the society was guided by general rules as set by societal expectations, superstitions, taboos and culture. All these formed the identity and value system of the people and individuals that failed to conform were usually sanctioned heavily. However, with the advent of globalization, the fast changing world of information dissemination and cultural imperialism, traditional ideas about human sexuality are changing fast across Africa, Nigeria inclusive. The focus of this paper therefore is to examine the impact of globalization on sexuality in Nigeria. Recommendations are also made that parents should re-educate the Nigerian child by employing didactic values of the African indigenous languages through teaching their children folk tales and songs that will neutralize the negative influence of globalization as well as reinforce the indigenous African value systems in homes.

Blanka FRYDRYCHOVÁ KLÍMOVÁ (University of Hradec Králové, Czech Republic): **CALL in the teaching of English to young learners**

(L&L-9, ID 169)

Motivation undoubtedly is the key to any learning. This presentation will focus on the learning of English to young learners through CALL (Computer-assisted language learning) with respect to their motivation. Firstly, the issue of motivation and the role of CALL in the teaching of English to young learners will be outlined. Secondly, the author, on the basis of case studies, will demonstrate how to integrate the Internet and multimedia into the teaching of English in order to increase learner motivation to study this language at elementary schools.

Alastair J. GRAHAM-MARR (Tokyo University of Science, Japan):

Enhancing student schematic knowledge of culture through literature circles in a foreign language classroom
(C-1, ID 185)

Improving student understanding of a foreign language culture is anything but a peripheral issue in the teaching of a foreign language. This study reports on a second year required English course in a university in Japan that took a Literature Circles approach, where students were asked to read short stories out of class and then discuss these stories in class. Although students reported that they did not gain any special insights into the target language culture presented, they did find that through the use of fictional short stories as classroom source material, they were able to get a better understanding of a vocabulary set that was more closely connected with lifestyle and culture and furthermore that the acquisition of this vocabulary set was judged to be useful. Procedures of the class and the issues that emerged are described and interpreted in the context of the English education system in Japan. Results suggest that Literature Circles is an approach to language teaching that could be more widely used.

Dana HANESOVÁ (Matej Bell University in Banská Bystrica, Slovakia):
Development of higher thinking skills in CLIL - Workshop
(L&L-11, ID 209)

CLIL represents a new type of learning focused on integration of various facets of learning. One of the typical features of CLIL is that learners get a chance to construct their own learning through using their cognitive skills. It is especially due to the fact that CLIL refers to situations where subjects, or parts of subjects are taught through foreign language. Thus CLIL's aims are multifold as it focuses on the learning a foreign language simultaneously with the learning of content as well as on other important life skills while respecting the individual learning styles and intelligences of the learners.

CLIL learners are intellectually challenged to transform information, to solve problems, to discover meaning through creative thinking. For meaning-making learners use especially their higher thinking skills: analyzing, differentiating, organizing, classifying, comparing, matching, synthetizing, guessing, evaluating and creating. This kind of learning results in developing flexibility in thinking.

In our workshop we will present a few techniques enabling development of higher thinking skills in the CLIL context. Critical thinking skills can be supported and developed systematically e.g. via an application of the tasks offered by the revised Bloom's taxonomy. Statistically significant increase of creative thinking skills in CLIL can be achieved using various proven techniques, e.g. via De Bono's six thinking hats, Scamper method, Lotus blossom method or mind-mapping. In our experience both at a primary school and at a higher educational institution, these methods have been proved to be efficient both with younger and older learners. Examples of how they could be applied in authentic learning situations via authentic tasks with authentic aims in mind will be presented.

Ran JI (Université de Lorraine & Laboratoire ATILF CNRS, France):
Approche interculturelle dans l'enseignement/apprentissage du Français Langue Étrangère des apprenants chinois en France (VP-10, ID 178)

La contribution proposée tente d'élucider les spécificités socio-culturelles des apprenants chinois à l'origine de manque de spontanéité dans la prise de parole en classe, et de mettre en évidence les différentes pratiques d'enseignement caractérisant les contextes d'apprentissage chinois et français.

En basant sur les résultats de deux enquêtes qui sont réalisées respectivement en 2010 et en 2013 au sujet de la culture d'apprentissage des apprenants chinois de Français Langue Étrangère (FLE) en France, nous avons pu établir des comparaisons entre les différentes pratiques d'enseignement dans le contexte chinois et celles de la France en nous rapportant aux thèmes suivants: ambiance de classe, relation enseignant/élève, rôle de l'enseignant et méthodologie d'enseignement. Ces paramètres exercent une influence à différents degrés sur la décision de la prise de la parole des participants de l'enquête dans la classe de FLE. A l'occasion des enquêtes, des apprenants de français originaires de différentes provinces chinoises ont participé à un entretien individuel semi-dirigé. La majorité des apprenants interviewés ont constaté qu'une classe française était plus dynamique qu'une classe chinoise, cependant qu'il était moins facile d'entretenir un lien extra-scolaire avec leurs professeurs français qu'avec leurs professeurs chinois. Les rapports avec ces derniers ne s'arrêtent pas à la porte de la salle de classe, ce qui n'est généralement pas le cas avec leurs professeurs français. D'un autre côté, en Chine, le nom de l'enseignant est communément associé à l'autorité ou à la sévérité et tout acte de l'enseignement/apprentissage est concentré sur le rôle de l'enseignant. À l'opposé, les enseignants français sont davantage considérés comme animateurs de l'ambiance de classe par les

apprenants interrogés. Ils ont souligné également que les enseignants chinois accordaient beaucoup d'importance aux aspects purement linguistiques de la langue cible tels que le vocabulaire et la grammaire et laissaient très peu de place aux apprenants pour s'exprimer et être autonomes dans l'apprentissage.

La notion de l'interculturel sera au coeur de la discussion car l'apprentissage d'une langue étrangère engendre inévitablement des interactions culturelles durant le séjour de l'apprenant au pays d'accueil. Le manque de conscience interculturelle pourrait provoquer un choc culturel chez l'apprenant, porteur de ses propres particularités socio-culturelles. Une sensibilisation à l'interculturel dans l'enseignement/apprentissage du FLE est donc plus que nécessaire pour assurer l'intégration culturelle et scolaire des étudiants chinois en mobilité en France. Cependant, ce travail de sensibilisation peut se révéler plus difficile à mettre en place en Chine qu'en France. Car contrairement au système éducatif français, le système éducatif chinois porte toute son attention sur l'acquisition des compétences purement linguistiques des étudiants en matière de langues étrangères. Par conséquent, l'enseignement des compétences interculturelles et les aspects communicatifs des langues sont mis de côté pour que les étudiants se consacrent presqu'exclusivement sur les matières dites obligatoires au concours national d'entrée d'éducation supérieure (en chinois, Gaokao). Dans un tel contexte éducatif, la sensibilisation à l'interculturel devrait commencer d'abord chez les enseignants chinois de FLE. Ceci suppose qu'ils acceptent de former leurs apprenants à la connaissance et à la pratique de la culture française et de les transmettre aux étudiants à travers de diverses façons d'enseigner tel qu'activités en basant sur des documents authentiques et mise en correspondance entre les apprenants et les natifs. Quant aux enseignants de FLE natifs, en plus d'accepter de se former à la connaissance de sa propre culture et de la culture maternelle de l'apprenant, ils ont pour mission de révéler aux apprenants des

implicites culturels qu'il peut y avoir dans la salle de classe pour que l'apprenant comprenne mieux et plus rapidement les attentes de ses enseignants natifs.

Farhad KAKARASH (Azad university of Mahabad, Iran):
Mowlavi, a poet beyond the borders and times
(Lit-13, ID 162)

The belief that after many centuries the worldwide sun of poem and Gnosticism , Jalal Aldin Mohammad Mowlavi-e-Balkhi is still shining beyond the borders and times , is not a secret for all the people since he is scattering light on all of the clean hearted people, lovers and the followers of mysticism and Gnosticism. The main approach in the current research is that the subjects being raised in Masnavi (Mowlavi's book), are the ones which can be compatible with the nature of the human being by which Mowlavi has become globally famous and immanent for evermore. He expresses topics such as philanthropy, affection, fraternity, courage and …beautifully and strictly. Accordingly, using the qualitative research method (descriptive-analytic), the author has gained some images of Mowlavi in the mentioned topics which contains a high level of frequency while forming one of the most important motifs and themes of Masnavi. Using the artistic experience in an open space, Mowlavi has left his tribal and international limitation and talks to all the human beings. These characteristics of Mowlavi's speech and thoughts have resulted in making him a peace maker and an eloquent speaker all over the world, beyond the borders and eras.

Farhad KAKARASH & Bayez ENAYATI (Azad university of Mahabad, Iran):
The intellectual affinities in Molavi and John Dewey educative thoughts
(Lit-5, ID 154)

John Dewey is often referred to as the father of pragmatism, who has solved the problem of dualism in the history of the philosophy. For example he interprets existence, art and ethic according to his experiences. A glance at Masnavi-e-Ma'navi defines such intellectual affinities in both Molavi and John Dewey educative thoughts. Using a descriptive-analytical research method along with a soft tongue, the researcher has tried to study these cases from a delicate angle resulting in pointing to one of the most important common features of these two scientific characters. Actually what is called by the westerns and their theorists as pragmatism, has already paved its path practically in the Iranian culture and literature. Looking at the previous works of the Iranian literature, one can see these discussions clearly, specially through reflecting in Gnostic texts –which is the inspired soul in the sculpture of classical literature - the subjects gets more clearer.

Hülya KASAPOĞLU & Bilal KARACA (Karadeniz Technical University, Turkey):
Cultural Leadership Roles of School Administrators
(C-6, ID 227)

Among other important functions, school administrators are responsible for establishing balance in terms of transmitting the culture of the school to the surrounding community, as well as bringing social context to the school environment. This role involves disseminating important cultural concepts, developing customs, and maintaining key values and principles in the school setting. The power to affect the preservation and transformation of the school culture entails understanding of the concepts of both leadership and culture. Accordingly, this study explores school administrators' perceptions of cultural leadership and its importance; some suggestions are offered based on the results.

Orly KAYAM (Wingate Academic College, Israel):
The Language of Obama: A Rhetorical Analysis
(L&L-16, ID 107)

In 2004, the nation was introduced to the formidable rhetorical skills of the then Senator Obama with his delivery of the keynote address at the Democratic National Convention. The skills on display then have only grown and developed throughout the years leading to his successful presidential campaign of 2008. This paper will address the various rhetorical devices that Obama uses so expertly: The use of personal narrative, repetition, metaphors, clichés, questions, opposites and so on. It is the various combinations of these devices that make reading or hearing an Obama speech such a rhetorical pleasure

Mária KIŠŠOVÁ (Constantine the Philosopher University, Slovakia):
Patterns of Wisdom in the Old English Poem *Andreas*
(Lit-8, ID 228)

The Old English poem *Andreas* was composed in a culturally unique milieu. Similarly to the diction and imagery used in *Beowulf*, the poet of *Andreas* also combines Christian images with the heroic ethos of the Anglo-Saxon world. In the story, the protagonist Andreas is sent by God on a challenging mission to Marmedonia, a heathen and dangerous land. The paper explores the patterns of wisdom in *Andreas*, focusing on the contexts in which words '*wise'* and '*wisdom'* occur in the text. Drawing on the philosophical concepts such as *phronēsis* and *sophia,* the paper attempts to suggest possible conclusions and observations about the patterns of wisdom in the Anglo-Saxon poem.

Judit KORMOS (Lancaster University, United Kingdom):
Empowering the dyslexic language learner
(Plenary 1)

Dyslexic language learners have been long neglected in the field of foreign language teaching despite the fact they constitute about 10% of the student population. In this talk I will discuss the effect of dyslexia on processes of foreign language learning and on motivation to acquire another language in a classroom context. In the presentation I will elaborate what methods of classroom management, task design and teaching techniques can empower dyslexic language learners to fulfil their potentials in language learning.

Dominika KOVÁŘOVÁ (Vysoká škola ekonomická v Praze, Czech Republic):

Différences interculturelles franco-tchèques en français des affaires (F-3, ID 195)

L'intervention va porter sur les différences interculturelles franco-tchèques projetées dans l'enseignement du français sur objectifs spécifiques à l'Université d'économie à Prague. Le projet de recherche intitulé « Dimensions interculturelles dans des multinationales francophones » et réalisé par le Département des langues romanes (VŠE Praha) apporte des résultats des recherches qualitative et quantitative effectuées dans des multinationales francophones qui opèrent sur le marché tchèque. Le but de l'intervention consiste à documenter les différences interculturelles des négociateurs français et tchèques en essayant de proposer les stratégies de communication entre ces deux nations; on s'efforce aussi à présenter deux approches didactiques qui permettent aux étudiants tchèques d'acquérir les bases de la négociation interculturelle et de cerner la finesse de la négociation avec des partenaires francophones.

Hristo KYUCHUKOV (Free University of Berlin, Germany):
Romani language assessment of Roma children
(L&L-12, ID 119)

Roma children from Bulgaria were tested with specially developed test for measuring the knowledge of their mother tongue - Romani. 30 children were tested with language test The test is developed with the assumption to see the learnability of the children between 3-6 years old.

Three groups of children: 1 gr. between 3;0-3;11 years old; 4;0 - 4; 11 years old; 5;0 -6;0 years old living in a village and attending preschool were subjects of testing. Each child was tested by a member of the community - speaker of that particular dialect. The preliminary results with a limited number of children show that the knowledge of the first three categories: wh - questions, complements and passive verbs increase with the growth of the age. The older children perform better the test than the younger ones.

Mária LALINSKÁ (Catholic University in Ruzomberok, Slovakia):
Between Tradition and Present. Implementation of Folk Art and Culture into the Foreign Language Education of High School Students (C-3, ID 191)

The paper is focused on the issue of folk art and culture and its interconnection with the foreign language education of high school students. In this paper we would like to share our experience with implementation of an international project Comenius entitled Folk Art and its influence on European Culture which has been created by nine high schools from Europe (concretely from France, Wales, Italy, Rumania, Bulgaria, Hungary, Slovakia, Czech Republic and Poland) and was launched in 2013. This project contains two basic dimensions: cultural and (pluri)lingual. We will discuss about our results not only on cultural level but also on lingual level as an innovative element of foreign language education.

Hsin-I LEE (Université Lumière Lyon 2, France):
La mobilité estudiantine universitaire: Quels savoirs et savoir-faire enseigner pour faciliter l'intégration des étudiants allophones en France? Le cas des étudiants Taiwanais
(F-2, ID 172)

Les universités françaises accueillent 212 624 étudiants étrangers en 2011-2012, ils représentent environ 12% du total des étudiants universitaires. Il existe des nombreux travaux qui soulèvent des questions sur la mobilité étudiante : -leur capacité d'adaptation au système académique (soit en didactique, soit en pédagogie) -la maitrise de la langue en général insuffisante (soit en compétence langagière académique, soit pour la vie quotidienne), et par ailleurs, -l'aspect social ou culturel. Cela nous amène réfléchir à partir du français langue étrangère(FLE) générale pour aller vers une proposition du français sur l'objectif spécifique (FOS) sur le territoire taiwanais. La première approche a pour objectif de développer diverses compétences sur la vie quotidienne, en général avec une durée moyenne ou à long terme. Tandis que la deuxième vise des objectifs spécifiques et centrés sur des contenus prioritaires sur une courte durée.

La mobilité universitaire s'est valorisée depuis quelques décennies, et est devenue un fait mondial. Cette internationalisation se répercute sur de la mobilité internationale dans l'enseignement supérieur taiwanais. Avec le monde de l'internationalisation, la politique et les subventions du gouvernement taiwanais et l'impact de l'internationalisation sur l'enseignement supérieur taiwanais poussent fortement l'enseignement supérieur Taiwanais à réagir. De ce fait, le développement et la promotion d'échanges internationaux sont devenus un consensus de la nation. Malgré tous ces efforts, poursuivre une partie ou l'ensemble de ses études dans une université à l'étranger est un choix fait par un nombre croissant d'étudiants taiwanais et cette décision prise individuellement ou par la volonté de la société engage l'étudiant dans un processus plus complexe

qu'on ne le croit dès le départ, soit du point de vue personnel, soit du point de vue de sa réussite dans le parcours universitaire français. Prenons le cas de la France, pays dont la langue n'est pas la première langue vivante des Taiwanais, la situation se complexifie et exige une adaptation qui peut se révéler difficile si aucune aide extérieure ne lui est proposée par son pays d'origine ou par la France.

Cette recherche (en cours) a pour but d'identifier les problématiques d'adaptation des étudiants taïwanais en mobilité en France, en centrant l'analyse sur les expériences des individus. Elle consiste à interroger par questionnaires un échantillon d'étudiants Taiwanais en France au moment de leur arrivée et durant leur séjour. Les principaux thèmes d'analyse sont: – les formations, enseignements et cours souhaités avant le départ. - l'image de la France, les Français et la culture française. – les motivations. – les perspectives de séjour en France imaginées et confrontées avec la réalité. – les problématiques d'adaptation à la vie quotidienne, et au système universitaire français.

En tenant compte des besoins spécifiques du public du FOS on constate une disparité par rapport aux autres publics du FLE général. Le but de la recherche est de trouver des pistes pour une meilleure d'intégration dans les filières universitaires françaises, sans oublier la vie quotidienne et l'aspect culturel. Les résultats de notre travail permettront de concevoir des programmes ayant pour but de donner aux étudiants taiwanais les connaissances préparatoires à leur venue en France dans le cadre d'un cours de FOU (français sur objectifs universitaires). Cela nous amènera aux questionnements suivants concernant le contenu : la proposition du programme préparatoire devrait-elle se fonder sur: -la compétence universitaire? –le français académique? –le français langue générale (dans des contextes particuliers)? –les compétences culturelles / interculturelles? Notre travail aboutira aussi à des questionnements sur le choix de méthodes d'enseignement: - insérer ou intégrer? - quelle

pédagogie interculturelle? - utilisation de la langue maternelle ou pas? - authenticité et jusqu'où?

Gabriela LOJOVÁ (Comenius University, Bratislava):
Developing declarative grammar knowledge in TEFL
(L&L-4, ID 219)

The role of grammar in FLL is discussed endlessly. Even if in our schools a lot of attention is paid to declarative knowledge, students find it difficult to understand properly: in particular how to use the rules in communication. The paper focuses on an analysis of some linguistic and pedagogical reasons for this situation .These include the adaption of different SLA theories to the methodology of grammar teaching in various textbooks, the impact of some interlingual differences upon learners´ metalinguistic awareness or diverse pedagogical explanations of a set of interpretative procedures.

Inna S. MAKAROVA (Higher School of Economics, Saint-Petersburg, Russia):

World Tree, Rosa Mundi, Ship as world artistic discourses: mythological roots and representation in arts
(Lit-9, ID 108)

The scientific research of the world cultural heritage reveals the existence of the universal artistic images triad including World Tree, Rosa Mundi and Ship. Being key images of the world culture as a whole and the Western-European in particular, they lay at the basis of a dominant majority of various works of art. Staying up to date and popular in every epoch they give birth to new transformations that are represented in the best examples of literature, painting, sculpture, architecture, music and cinematograph thus forming a triad of world artistic discourses that constitute the world culture since the ancient times up to the present day.

World Tree that embodies a universal concept of the world and is fixed in various forms of art seems to be dominant in the suggested triad. Its most famous variants are "Tree of Life", "Tree of Heaven", "Tree of Fertility» and "Tree of Knowledge", while its most popular artistic embodiments are the Old Testament Tree of Knowledge of Good and Evil and the Norse world tree – Ash Yggdrassil.

Widely spread in different mythopoetic traditions, Rose is an obligatory component of a religious-mythological system that functions in different ways. Its allegorical meanings vary from "unity", "divine love", "mercy" "paradise" to "pleasure", "wisdom", "secret" and even "pride". In Greece, Rome, China and some German-speaking countries Rose was associated with death often transforming into the flower of the underworld, meanwhile more constant meanings of this mythopoetic image that are deeply rooted in the world culture are "love" and "secret".

Ship as one of the triad's components deserves special attention. Analyses of the mythopoetic image of Ship highlights the existence of a full-bodied interdiscourse in the framework of which Ship functions in

three major discourses: Noah's Ark, Flying Dutchman and Ship of Fools. These images formed centuries ago and being widely represented in various forms of arts created in different historical periods of time have definitely turned into independent discourses that altogether form the interdiscourse of Ship – one of the most popular images within centuries and one of the most in-demand in the arts of the modern epoch.

The discourses mentioned above are widely represented in various works of art from the ancient architecture up to the contemporary cinematography. Gothic cathedrals, Renaissance paintings and classic literature display the triad at its Golden Age, while the postmodern masterpieces introduce an avant-garde view of these discourses. Being genuine archetypes they remain up-to-date in the new millennium. Iconic symbols World Tree, Rosa Mundi and Ship bear the culturological code that can be easily deciphered and does not need any specific interpretation especially when it comes to the Western-European consciousness. The topic suggested deserves further profound research that will figure out all the aspects of the discourses that lay at the basis of the ancient art, form the culturological environment of the present day and will surely influence the new era's culture.

Soheyla SALAHI MOGHADDAM (Alzahra University, Tehran, Iran):
Archetype of Travel in "Mathnavi" and "Divan-e-Shams" composed by "Rumi"
(Lit-11, ID 177)

Jalaliddin Mohammad Balkhi, the great mystic poet and thinker, lived in 7th (Hejri) 13th (A.D). Mathnavi and Divan are his immortal works. Archetype is an idea which was presented by Carl Gustav Jung, swiss psychologist. He believes that "Human Being" besides personal unconsciousness, has collaborative unconsciousness that includes genetic experiences of Man and previous registers which have been put in soul of Man. Archetype are the most important concepts in collaborative unconsciousness and one of the most well-known in global literature is Travel, the situation that we can use of this for releasing of every stasis and statics. In this article, has been searched the Travel and Ascent of Soul. In this kind of mystic travel, we see one basic target in Mathnavi and Divan: Going towards God. The main difference that we see between Mathnavi and Divan in this subject is Archetype of Travel has been explained in anecdotes and fables in Mathnavi but in lines of lyrics in Divan-e-Shams.

Mohammad MOHAMMADI - Bayez ENAYATI (Urmiah University, Urmiah, Iran): **The Comparative study of Kurdish, Persian, Slovak and English Proverbs**
(L&L-14, ID 149)

Having been derived from the oral literature, proverbs are short, rhythmic and popular sentences which contain wisdom, truth, moral and traditional views in a fixed and metaphoric form. Every nation's oral literature has a rich collection of proverbs which have been accepted by both scientists and common people as the valuable abstracts of life experiences. One can often understand the nations' magnificence of thought and the quality of social genuineness along with their literary talent through studying the proverbs. The purpose of the current research is to compare the proverbs of four Indo - European languages including Kurdish and Persian from the Indo-Iranian branch along with Slovak and English from European branch to find similarities and differences these languages' proverbs.

The results show that the similarities and differences in the proverbs of these languages are due to similarities and differences in ideas, religions, beliefs, life experiences, social and cultural issues and so on.

Shahbaz MOHSENI (Iran):
Grammatical Metaphor in Elementary School Written and Poetry Texts: Case of Iranian elementary school
(L&L-8, ID 186)

Halliday (1985) in his book "an Introduction to Functional Grammar" studied grammatical metaphor. He believes that grammatical metaphor is a comprehensive concept and metaphor in its traditional sense sub-classified in grammatical metaphor. In grammatical metaphor we deal with grammatical-lexical forms. Indeed, grammatical metaphor shows the indirect relationship between form and meaning. One of the functions of grammatical metaphor is its usage in child language learning. Grammatical metaphor is a significant feature in adults' language which lately will be acquired. A 19 months child expresses its experience in the framework of events in form of verb and noun. Grammar for language speakers gives many tools like constitutions and different arrangements so that we can achieve a more comprehensive and complex meanings. Its worth pointing that grammatical metaphor is an adult feature and children can get the ability to understand this grammatical phenomenon in his/ her last years of elementary and secondary school. The aim of this research is considering youth (9-13 years old) poetry and written texts based on Halliday's theory about grammatical metaphor in adult language learning in order to find whether grammatical metaphor has been applied or not, in case it is used we consider to define different types of grammatical metaphor therefore we can study how much the author entered enough information in text to be understood by youth. Our aim in this study is to consider and extract different types of grammatical metaphor in Persian written and poetry texts for youth and define their frequency. The amount of grammatical metaphor show that how much authors are familiar with this feature. The results might be useful for researchers who are interested in semantics, literature, language learning

and second language acquisition. The hypotheses in this study are different types of grammatical metaphor in youth poetry texts like experimental, logical, interpersonal and textual metaphors. The frequency for grammatical metaphors in written texts is more than poetry texts. Four youth books have been studied to extract different types of metaphors two poetry books and two written texts. In order to précis study of data and achieve high quality and specific results in each book 18 to 40 pages have been selected randomly.

William NEW (Beloit College, the United States):
Regulating Roma Language and Culture in Central Europe
(P-2)

For members of the political and linguistic mainstream, the problem with minority children is often seen as an inability to speak or act in culturally acceptable ways. This sentiment is also understood as unwillingness to become part of the and to reject the welcome "we" offer "them." While it is now politically incorrect to insist that people forsake their own culture and stop speaking their mother tongues, the goal of total linguistic and cultural assimilation seems still to be the goal of much educational policy and practice everywhere. This paper explores the ways through which official and popular discourse strips minorities of their language and culture, while retaining moral legitimacy.

Paul NEWSHAM (Adam Mickiewicz University in Poznań, Poland)
Singing Identities: Expressing British Identities in Sporting Song from the late Victorian Era to the Eve of the First World War
(C-11, ID 214)

This paper will analyse popular songs which contain sporting themes and/or were sung in sporting environments. The focus of the analysis will be the expression of national and regional British identities. The paper will begin by briefly describing the developments in popular song during the period, including the emergence of stadium singing. This will be followed by a discussion of the interrelationships between popular song and sport. After explaining the methodological framework, the rest of the paper will comprise detailed analysis of selected song lyrics.

Kathy NIXON (The American University of Kuwait, Kuwait):
Our Common Pedagogical Dilemma: Designing Literary Essay Assignments Not Easily Bought or "Found"

Many of the small number of English majors at the American University of Kuwait (AUK) are ESL learners who say they do not like to read. Some have been conscripted into the English major by a low high school GPA and a subject-assigned government scholarship. Of this group, most are looking to finish the degree quickly and preferably without reading texts closely or the bother of using MLA citation style. Instead of writing essays, these students seek to "find" one on the Internet or to have their maids or a local business complete the work for them while they pursue other interests. Given this population, one of my biggest pedagogical challenges as a literature professor at AUK is designing essay assignments that do not lend themselves as readily to the common forms of cheating. While our population of reluctant English majors is a situation that is largely unique to Kuwait, the plagiarism these students commit is a dilemma that most professors will encounter. My talk focuses on assignments I created to encourage this ESL population to engage in literary criticism using copying (or pastiche) and social media without the cheating. Thus my students may write a student's lament in imitation of the Old English "The Wife's Lament," design a Facebook page for Heathcliff, or construct Tweets between Emma Woodhouse and Harriet Martin demonstrating a specified pedagogical outcome. Their creative undertakings must be accompanied by an argumentative essay that explains the intellectual underpinnings of their creations. After four years of this textual intervention approach, many students have achieved desirable learning outcomes with these assignments.

Yosof NOZEHOUR[1] - Melika KOOSHA[2] ([1]Tabriz University, Iran; [2]Semnan Azad University, Iran): **The comparative study of the travel of servants toward resurrection of Sanai and the divine comedy of Dante**
(Lit-16, ID 171)

The travel and conduct of the mystics toward God and the achievement of salvation through wisdom and love's help have always been among the main contents of mystic works in the literature of Iran and the world. Some of the mystics have created some literary works in the form of verses and stories in order to show that going through God's path is possible for every mystic provided that they have the capacity and potential of such travels and conducts.

Sanai Ghaznavi, the poet of 6th century, in his work" the travel of the servants toward the resurrection" and also Alighieri Dante in his work "the divine comedy" emphasize the religion of eschatology using various allegories and their impact on the soul while pointing to the soil and bone dissection, sensuality, and bad traits as obstacles for the flying of the clean and abstract soul. Having a main role in presenting the characteristics of ideal human beings among the doctrinal, moral, mystic, philosophical, and religious works, these two literary works are actually the ideal city which describes the perfect man.

Since the basis of both of the stories are the adventures of the soul which describe the soul phenomenology, in a long and hard travel, one can get to similar contents between these two works. Introducing these two works briefly, I will study their similarities and differences in the current research while using a comparative study I will show that the aim of the creator of these two works is achieving the true perfection and from the points of view of the travelers of happiness path achieving the immortality and the eternal lover and getting knowledge is possible just through an infinite travel and choosing an optional death.

Susan PETERSON (Curry College, Milton, the U. S. A.):
Teaching the Beatles as Poets
(Lit-3, ID 123)

The Beatles' lyrics provide students with a window into the chaotic milieu of the 1960s: war and the peace movements, the power of civil rights action, the annihilation of authoritarian structures, and the disintegration of social mores. Yet beyond that, their lyrics are timeless poetry that informs contemporary events, and conveys the kaleidoscope of experiences and emotions that compose the human experience.

In this course, the Beatles lyrics are interwoven with poetry from across the ages, and students learn to compare and contrast the lyrics with this poetry. For example, the work of the English Romantic poets especially lends itself to these comparisons, since the Second Generation Romantics were the "rock stars" of the early nineteenth century.

One important aspect of this course is to look beneath the surface of the words – to discover what is being said that is not apparent without careful scrutiny and knowledge of both the authors and their times. The mechanics of poetry are subtle aspects of the course; these are taught in conjunction with the poetry, rather than as separate topics. Through this course students gain a myriad of skills; they learn to appreciate the Beatles' lyrics as poetry, and thus all genres of music lyrics as such. Finally, they come to understand that poetry is a ubiquitous part of their lives and ultimately, a valuable guide to understanding both their interior and exterior worlds.

Michaela PÍŠOVÁ[1], Klára KOSTKOVÁ[2], Věra JANÍKOVÁ[1] ([1]-Masaryk University in Brno, [2]-Charles University, Czech Republic)
Foreign language teachers: what are we specific in?
(L&L-1, ID 212)

When talking about teaching (and teachers), both research and policy all over the world have treated it as a generic activity, and teachers as more or less interchangeable parts within a school system. However, it is gradually more and more obvious that if we are to be successful in reforming the nature of curriculum and in raising the quality of education, we must sharpen our understanding of how the subject matters to school teachers, how it shapes their professional competence. We believe that understanding subject-matter differences among teachers is crucial for the analysis and reform of school teaching. This presentation aims to provide a brief survey of research focusing on the subculture (Grossman & Stodolsky, 1995) of foreign language teachers.

Although the history of foreign language teaching goes back to the ancient times, it is only in the last decades that researchers reflected the needs posed by the institutionalization of initial teacher education and started paying more attention to the key / decisive agent in the quest for quality of education, the teacher. The first attempts to capture the specifics of foreign language teachers resulted in normative profiles, usually long lists of their desirable qualities and actions. Professional standards entered the educational scene much later and have become an important contribution and, indeed, a milestone in defining generic as well as domain-specific features of quality teaching. Ideally, standards build on the current state of art in the field of both theoretical and empirical research. In foreign language teaching research identified a number of domain-specific issues that make the professional endeavour of teachers special. Compared to other school subjects, the fact that foreign language communicative competence stands both as the aim and

as the procedural means of education makes it unique, and puts specific demands on a teacher´s pedagogical content knowledge. Furthermore, interculturality and multilingualism together with other cultural and social aspects of foreign language teaching have to be taken into consideration as the core cognitive and conative specifics of foreign language teachers.

Krzysztof POLOK (Akademia Techniczno-Humanistyczna, Poland):
Teaching Global English to Overseas Students
(VP-3, ID 125)

    Teaching English as a Global Language (EGL) definitely is a challenge. The assertion assumes the introduction into the process of FLE (foreign language education) the forms of FL internalization clearly facilitating the process of teaching English as a global language (instead of assuming that this is only a variant of standardized ELT/ELL). One of the issues worth considering in this instance is the way the concept of teacher language awareness (TLA) introduced by Andrews [2007] can be observed from the perspective of EGL deliverance. The paper discusses the very idea of English as a global language, the reasons and the necessities of its research as well as possible changes to be introduced into the school syllabi when the perspective of teaching a foreign language has been shifted into the one of teaching a functional language. While accepting the currently existing message-production status quo, the paper offers a number of points-to-consider (mostly based on the researches carried out by House [2002] and Knapp [2002]) aimed at helping overseas learners become more productive message producers. Finally, assuming that teaching EGL ought to be different than the standardized forms of teaching EFL, the paper suggests a number of issues (such as the self-centered hypothesis, for example) to be possibly taken into account by any average native/non-native English teacher and, subsequently, included into the comprehensible language teaching plans of which they are the authors.

Kujtim RAMADANI (Southeast European University, Macedonia):
Translation – A Showdown between Languages and Cultures
(L&L-18, ID 170)

The picture that has been shown so far reveals the need of relating the concept of translation with the variety of ways of thinking and speaking, a variety that has been modeled on the historic evolution of languages, cultures, literature and societies. We can therefore enlarge this picture since translation reflects not only the "state of things" in a certain era, but it can also help in disseminating new models and styles leavened upon various different linguistic and cultural structures; it can even get that far as to impact the transformation and evolution of a culture. The latter is an aspect that is rarely taken into consideration, even though in recent times a closer relation between the literary tradition and current translations, assessing thus the reciprocal input as well can be noted.

The act of translation, in this context, goes beyond a mechanical process or a mere dislocation. Apart from the showdown between two different linguistic systems, it also brings the confrontation between two different cultures. If textual acquisition with all of its complications represents the primary objective of translation, the achievement of such an objective unavoidably goes through the aspect of the data from the initial culture. This is how their interjection in the cultural context of achievement is caused, whereas those dealing with the translated text can notice the presence of a culture which could be completely anonymous to them.

Aneta ROGALSKA-MARASIŃSKA (Univeristy of Lodz, Poland):
(Multi)cultural inspirations in humanistic development of contemporary students
(C-4, ID 211)

Contemporary life in global perspective brings many challenges. If we want to rebuild our planet and repair social relations the presence of culture is indispensable. Education for Sustainable Development is emerging as the biggest goal of our times. To realize it hermeneutic reading and interpretation in intercultural experiences is needed. Students may enter into remote cultures to learn more about themselves and the others by finding out inspirations in literature, legends, music, art, and other human activities.

Jakov SABLJIĆ (Faculty of Humanities and Social Sciences Osijek, Croatia):
Means of developing literature students' methodical competences
(Lit-1, ID 158)

As a part of their studies, Croatian applied linguistics students are supposed to acquire pedagogical and methodical competences. For objective reasons, the amount of time that the students spend acquiring first-hand experience teaching Croatian is minimized. Therefore, the theory and practice of teaching Croatian literature is conceived with the aim of enabling students for accomplishing professional assignments of teachers. The acquired experience of applying different effective methods of working with students will be presented in the form of a discussion about their practical applicability.

Anna SIKORA-SABAT (Adam Mickiewicz University in Poznań, Poland):
Mythologizing a discourse: representation of Vincent van Gogh in Polish press of the People's Republic of Poland
(C-8, ID 192)

In this paper I would like to focus on both the discourse on Vincent van Gogh as created by press articles in The People's Republic of Poland and his representation that, in my opinion, developed as a mixture of mythologization and erasure. In the 1960s Jan Balicki, a Polish scholar, conducted a research whose results showed that Vincent van Gogh was the most popular and the most recognizable foreign artist in the People's Republic of Poland (Balicki 1974: 108). In 1962 the National Museum in Warsaw organized an exhibition of his works that enjoyed great popularity among Polish visitors. Shortly after that van Gogh became the subject of numerous press articles; his drawings were used as illustrations for texts about workers and farmers; his paintings supplemented occasional publications, like these published for the celebration of the International Worker's Day („Kamena" 1958: 1). A myth was created of van Gogh as a painter of common people, workers, and at the same time a cursed artist (artiste maudit); sensitive and uncompromising, almost a martyr who died defending his ideals (Osęka 1964: 268). In the articles he was represented as an artist who stood for "universal human values, common issues and final events as well; joy and sadness, possession by love and hatred" and who "affirmed human labor [and] expressed fears about death" (Kamiński 1962:13). It was claimed that van Gogh also had "a chance of becoming the most popular painter among the Polish masses after Matejko" (Michałowska 1962: 6). Journalists emphasized the simplicity of his works achieved by unsophisticated means and straightforward expression. The image that was created as a result of such discourse was of an artist that combined features of a romantic and a socialist hero. At the same time, however,

some aspects of van Gogh's biography and artistic work were being erased: people did not talk about his mental illness but, instead, about a lack of understanding for the genius (Witz 1962: 3); his work was reduced to the portraits of common people, "miners of Borinage, women carrying coal, women patching underwear, farmers working on a field" (Michałowska 1962: 7); his bourgeois origin was ignored or even completely forgotten; finally, a number of episodes from his biography, mostly those morally inappropriate (such as encounters with prostitutes), were entirely erased. The myth of van Gogh was therefore a mixture of contradictions, combined of creation and cancellation.

Zuzana STRAKOVÁ (Prešov University, Slovakia):
Classroom Research in Pre-Service Teacher Training: A case study
(L&L-2, ID 222)

Pre-service teacher training in Slovakia offers several components which allow trainees to experience all aspects of teaching profession. Teaching practice conducted at elementary and secondary schools is usually the right time to observe experienced teachers and to learn the first skills in the real setting. Most of the time during the teaching practice is spent by trainees over the planning of lessons, conducting the lessons and reflecting on the achievements and the space for improvement.

However, the teaching practice offers also some space which can be devoted to deeper analysis of what trainees experience, to conceptualisation and deduction of new principles based on theoretical background gained in methodology seminars and concrete experience during the lessons taught or observed. This paper focuses on how teaching practice can be connected with classroom research and highlights the positives of what this experience brings to trainees as well as problematic aspects which are connected to conducting research in school conditions. It raises the question whether trainees are in fact able to carry out a meaningful research with the skills gained during the studies and whether the tools of classroom or action research are available to them as future teachers.

Jadwiga E. SUWAJ (Pedagogical University of Cracow, Poland):
How does education influence the reception of English film title translations in Poland?
(L&L-17, ID 176)

My aim is to check if and how education changes the reception of differently rendered translations on the basis of film title translations, as there are many methods of transferring them, from translocation to complete reformulation.

I will conduct surveys among three groups of receivers: those not knowing the foreign language from which a title is translated, those who learnt it and those who are additionally educated in the art of translation. The study will show if they evaluate titles rendered with different methods in the same way or if there are any changes dependent on their knowledge.

Ivana ŠIMONOVÁ (University of Hradec Králové, Czech Republic):
Technology-enhanced learners´activities for promoting teaching/ learning
(Ps-1, ID 164)

The paper introduces results of two projects focusing on students´ ICT-supported activities. The students were enrolled in the same form of study (part-time) at two different faculties (Faculty of Education, Faculty of Informatics and Management, University of Hradec Kralove, Czech Republic), in two different study programmes (teaching at primary school level, Informatics). They created two didactic means – learning aids on CD-ROMs for teaching/learning English using the Internet and their own experience: *IT Reader for University Students* and *On-line e-English for Primary School Teachers.*

Artur ŚWIĄTEK (Pedagogical University of Cracow, Poland):
The Comprehension, Use and Perception of Selected Anbiguous English Expressions by Polish Subjects
(L&L-13, ID 204)

The objective of my presentation will be both a theoretical and an empirical elaboration on the notion of ambiguity in English and how this rather intriguing, but on the other hand, misleading aspect of English is used and comprehended by Polish subjects. The subjects will represent different proficiency groups ranging from 1st year to 3rd year English Philology students deriving from different universities. Students will be requested to explain the instances of ambiguity during a test instrument administered to them for the needs of a research study.

Ambiguity as such is divided into lexical ambiguity and syntactic ambiguity. Let us quote some of many selected instances to be given to clarify during the student`s test instrument.

Lexical ambiguity:

- the word "bank" has several distinct lexical definitions, including "financial institution" and "edge of a river". Another example is as in "apothecary". One could say "I bought herbs from the apothecary". This could mean one actually spoke to the apothecary (pharmacist) or went to the apothecary (pharmacy).

Syntactic ambiguity:

- "He ate the cookies on the couch", for example, could mean that he ate those cookies that were on the couch (as opposed to those that were on the table), or it could mean that he was sitting on the couch when he ate the cookies.

It is believed that the sufficient number of instances of both kinds of ambiguity perceived appropriately or erroneously by Polish subjects, supported by relevant theoretical assumptions will provoke lots of fruitful scientific discussions concerning this intriguing aspect of a foreign language.

Tina VARGA OSWALD (Faculty of Humanities and Social Sciences, Osijek, Croatia): **The academic novel in the context of contemporary Croatian literature**
(Lit-7, ID 152)

The academic novel as a genre descended from the American culture in the 1950s. However, over the last few decades this genre started affirming itself in the remaining anglophone areas. Although this genre has been relatively poorly researched in Croatian literature, the translated novels of British writer and theoretician David Lodge made an insight in the British Universities' community possible and became the representing example of academic prose. In Croatian literature, Marinko Koščec's and Dražen Ilinčić's novels which portray the atmosphere of Croatian Universities and open up the approach to comparative research are similar to this genre.

Jinjing WANG (LIDILEM, Université Stendhal Grenoble 3, France):
L'(in)adaptation des apprenants chinois dans les cours de français langue seconde en France
(VP-9, ID 168)

Cette communication propose d'étudier les niveaux d'adaptation d'apprenants chinois à des cours de français proposés aux étudiants étrangers en France. Ce questionnement a débuté dans la lecture de plusieurs études sur la «culture d'enseignement/apprentissage». Cette notion postule que chaque culture a ses propres modalités d'enseignement et que chaque apprenant constitue sa propre culture d'apprentissage sous les influences de la culture éducative de son pays d'origine. La France et la Chine sont deux pays dans lesquels les processus éducatifs sont censés être différents. Par conséquent, lorsque les apprenants chinois arrivent dans une classe en France, ils devraient procéder à un remaniement cognitif et comportemental dans leur apprentissage. Est-ce le cas ? Si oui, les apprenants ont-ils les moyens de s'adapter?

Trois questions de recherche ont guidé nos réflexions dans cette étude : « comment les apprenants chinois perçoivent-ils l'enseignement des langues en Chine? », « comment perçoivent-ils l'enseignement du français en France? » et « y a-t-il des changements ? Si oui, comment sont-ils vécus? ».

Ces interrogations générales ont été déclinées en une multitude de questions précises posées au cours d'entretiens semi-directifs. Par exemple, « comment sont enseignées la compréhension orale, la compréhension écrite, l'expression orale, l'expression écrite en Chine et en France? », « quelles sont les spécificités de l'enseignement de la grammaire en Chine et en France? », « quels sont les supports d'enseignement utilisés en cours de langue en Chine et en France? », « quelles sont les formes d'évaluation en Chine et en France? », « les méthodes d'enseignement ont-elles changé? Si oui, est-ce que ce changement a favorisé ou a perturbé ton apprentissage du français? », « dans quel environnement éducatif penses-tu que tu es plus efficace pour apprendre une langue? », etc. Nous avons sélectionné et interrogé quinze

apprenants chinois qui apprennent ou qui ont appris le français en France. La volonté de diversifier les profils des interviewés (âge, expérience personnelle, etc.) a orienté nos choix dans la constitution du panel. Les entretiens ont été réalisés en chinois, les enregistrements des entretiens ont été intégralement transcrits en sinogramme.

Les résultats de cette étude montrent qu'il existe des différences entre les deux cultures d'enseignement/apprentissage dans le domaine des langues. Les remaniements cognitifs et comportementaux sont inévitables dans le processus d'adaptation au nouvel environnement éducatif. Les sentiments induits par ce processus d'adaptation sont différents d'un apprenant à l'autre. Certains sont enthousiasmés par l'enseignement en France et investissent davantage d'efforts dans l'apprentissage de la langue que lorsqu'ils étaient en Chine. D'autres sont déstabilisés par l'enseignement en France et se retrouvent fragilisés dans un apprentissage qu'ils finissent parfois par assumer seuls ou par abandonner.

Elena S. XENI (University of Cyprus, Cyprus):
Translation & Language Teaching and Learning
(VP-6, ID 197)

Translation as a teaching method had been for a number of years in the core of language education. Being 'a must' methodology in the eighteen and nineteenth century, in the context of Greek and Latin teaching and learning, translation became the principle method in effectively teaching and learning modern languages. For a number of years the Grammar Translation Method played a crucial part in second and foreign language contexts, with certain activities forming teaching and learning best practices at a time.

This contribution will attempt to thoroughly explore translation as a teaching tradition of the past and examine its role nowadays, under the prism of reviving translation as an effective method and as a literacy practice in the teaching and learning of languages.

Elena S. XENI (University of Cyprus, Cyprus):
Myths and Misconceptions about Children's Literature
(VP-8, ID 199)

Myths and Misconceptions do exist about Children's Literature, as it is the case for every scientific discipline. At times they address the role of children's literature (ChL) in society and in history or its specialized areas. On other occasions, myths and misconceptions are related to the language, the structure, the themes, the plot and/or the content of ChL. Every so often, how ChL is/should be taught and used in-class and out-of-class is an issue around which various myths are constructed.

In this paper the myths and misconceptions of ChL are critically reviewed as a contribution to attempts made to clarify the gray areas surrounding the study of ChL, planting rigor grounds for its development.

Yiru XU (Université Lumière Lyon 2, France):

Évaluation des compétences communicatives orales chez les débutants en français langue étrangère: Le cas des jeux de rôle (F-1, ID 157)

Au début des années 1980, les approches de compétences communicatives font leur apparition dans l'évaluation du français langue étrangère. Dès lors, la question de savoir comment évaluer ces compétences fait l'objet de nombreuses recherches en didactique des langues étrangères. En effet, parmi toutes ces compétences, celles de l'oral, caractérisées par leur complexité, s'avèrent être particulièrement problématiques. Comment pouvons-nous les évaluer à travers des activités de production orale?

Parmi le panel de ces activités, le jeu de rôle mettant les étudiants en situation d'acteur dans des scènes de vie quotidienne, est largement étudié en situation de classe. C'est aussi un moyen essentiel dans l'évaluation de l'oral du niveau débutant. Qu'est-ce que le jeu de rôle? Quels types, quels enjeux? Quelle est la complexité de cette situation? Qu'évaluons-nous réellement dans chaque situation de jeu de rôle et comment? Quels éléments prenons-nous en compte et quels facteurs pourraient influencer la notation?

Nous essayerons de répondre à ces questions en nous basant sur des approches communicatives et interactionnelles. Bolton (1987) en s'inspirant des travaux de Carroll B.J. et Canale et Swain, s'appuyant sur la théorie de D. Hymes (1973) sur la compétence de communication, a proposé une évaluation des approches de la compétence communicative que Bachman a classée en trois composantes : la composante linguistique, la composante sociolinguistique et la composante pragmatique. Dans la pratique, les compétences s'évaluent à travers la performance que l'on observe dans les activités langagières. Le jeu de rôle est une situation complexe où le candidat doit imaginer les discours de son rôle en utilisant ses acquisitions langagières et en faisant appel à ses compétences générales. Dans une perspective de Goffman, chaque évènement se passe dans son propre "cadre", le jeu de rôle est d'abord une simulation de la vie quotidienne où les candidats "jouent" un dialogue avec un scénario. Dans

le même temps, ils ne peuvent pas négliger leur vrai statut et doivent se focaliser sur les éléments métalinguistiques. Dans cette situation de haute tension, cette double focalisation s'emboîte et cohabite mutuellement.

Une simple observation basée sur une prise de notes ou une grille de codage s'avère insuffisante si l'on veut rendre compte et décrire correctement la complexité de cette situation de communication. C'est pourquoi nous avons recours à l'enregistrement audio et vidéo qui permet de reconstruire la temporalité des évènements et de rendre disponible les détails de l'action. Le corpus que nous avons recueilli porte sur un examen oral dans un établissement d'enseignement supérieur en FLE à Lyon dans lequel le public choisi est en formation du niveau A2. Les étudiants ont suivi un semestre de cours de FLE et à l'issue de la formation ils ont passé une évaluation de l'oral basée sur un jeu de rôle en binôme. Nous avons ainsi pu observer sept binômes avec 3 sujets différents. Avec des analyses interactionnelles et multimodales, nous constatons que le jeu de rôle constitue une véritable activité de communication dans laquelle on trouve tous les phénomènes de l'oralité, verbaux et non verbaux. La prise en compte des ces éléments constitue un vrai défi pour l'enseignant qui doit construire sa notation en fonction des compétences exprimées par chacun des candidats du binôme.

Le choix de cette problématique pour notre recherche doit nous permettre de mettre en lumière la complexité de l'évaluation de l'oral dans un contexte de situation d'apprentissage en FLE. A travers une analyse qualitative en comparant des binômes ayant choisi le même sujet de jeu de rôle, nous avons pu observer les manières dont les candidats construisent leur discours en respectant le "scénario" et la juxtaposition de la focalisation de communication et de métalinguistique. Nous espérons pouvoir apporter une modeste contribution à propos de l'interaction exolingue en situation d'évaluation.

Slađana ŽIVKOVIĆ (University of Niš, Serbia):
Constructivism – An Emerging Trend in ESP Teaching and Learning (VP-2, ID 218)

This paper argues in favour of constructivism and its implications in the design of the ESP digital learning environment.

Entering the world of globalization and competitiveness, the emphasis is on the need to prepare students (future specialists) to be creative and innovative, to think critically and analytically, and to be able to effectively solve real-world problems. With higher-order thinking skills students will become creators of knowledge, competent and productive communicators, successful collaborators, independent and inventive thinkers, problem solvers and career experts. Consequently, students take full responsibility for their learning and knowledge construction in the context of contemporary life.

Bearing in mind that ESP is a student-centered approach, it is clear that it fits well with constructivism which focuses on knowledge construction through the interaction with the environment. Modern ESP constructivist learning environments are technology-based which contributes to improving learning achievements and increasing learning outcomes.