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Language, Literature and Culture in Education 2020**

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BOOK OF ABSTRACTS

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- **Faculty of Education, University of Trnava**, Slovakia
- **Institute of English and American Studies**, Faculty of Arts, Presov University, Slovakia

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INTRODUCTION

Starting from 2014, the main intention of the series of interational conferences entitled *Language, Literature and Culture in Education (LLCE)* is 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 an effective international atmosphere. The series itself follows and enriches the tradition of the conferences *Foreign Languages and Cultures at School (2002-2013)*. The international dimension of the conference is every year ensured by personal or virtual engagement of participants from various schools and institutions from all continents.

The conference **LLCE2020**, held on 10 – 12 December 2020 as a virtual event (due to a global Covid-19 pandemic) was organised as part of two research projects funded by the Ministry of Education, Research, Science and Sport of the Slovak Republic.

This e-Book of Abstracts consists of the abstracts of papers/posters/presentations which have been submitted for the conference **LLCE2020**, later evaluated through a double-blind reviewing process and consequently recommended for publishing by the LLCE2020 Scientific Committee.

In addition, the list of **LLCE2020** conference publications includes:

- the conference e-proceedings **LLCE2020** (ISBN 978-80-89864-20-1),
- the conference issues of *JoLaCE: Journal of Language and Cultural Education* (ISSN 1339-4584, <https://content.sciendo.com/view/journals/jolace/>)
- the conference issue of the research journal *Scientia & Erudition* (ISSN 2585—8556, <http://pdf.truni.sk/see>)

Editor

LIST OF ABSTRACTS: AUTHOR INDEX

LEARNING A SECOND LANGUAGE: A VEHICLE TO ANOTHER SELF?

Muneerah Al Shuhail

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Abstract: Learning a new language has implications on the learner's sense of self i.e. identity and on his/her social and cultural views (Duff, 2013; Norton & Toohey, 2011). This is based on the idea that this process involves a learner being put in different positions and going through new experiences which may result in changes on the personal level (Norton & Mckinney, 2011). In addition, language learning cannot be separated from the target language's culture and values which might lead the learner to re-evaluate his/her own social and cultural views (Duff, 2011). Although research on the relationship between language learning and identity has gained attention in recent years, most studies focus on how learner identity affects the learning process and its outcomes. However, not much attention has been paid to how language learning may lead to changes in how a person views themselves and their society. In this sociolinguistic study, the goal is to investigate whether learning English as a foreign language (EFL) affects how Saudi female learners (n=6) view themselves, society and culture. The study uses second language socialization as a theoretical framework because of its comprehensive approach that acknowledges the dynamic nature of identity (Duff, 2011, 2013). A longitudinal multiple case study design is used in this investigation. Data from interviews and monthly diaries indicated that participants associated learning EFL with being more knowledgeable, confident, and understanding. As they learned English language and learned through English they were able to establish an identity for themselves as successful, respectful and respected individuals. These changes appear to be linked to the participants' agency in learning English which is triggered by their investment in it due to globalization and personal aspirations. These findings signal that

socialization takes place in foreign language settings and has implications for the identity of the learner.

Key words: identity, second language socialization, case study

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EPISTEMIC AND EVIDENTIAL LEGITIMIZATION STRATEGIES IN ENGLISH AND SPANISH MEDICAL RESEARCH ARTICLE ABSTRACTS

Francisco J. Álvarez-Gil & Elena Domínguez-Morales

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Abstract: This presentation explores the categories of evidentiality, i.e. the mode of knowing, and epistemic modality, i.e. judgements about certainty, in a corpus of English and Spanish abstracts in the field of medicine written in the last decades by native speakers of these languages. Our notion of abstracts follows the description of the genre provided Bondi and Lorés-Sanz (2014). The analyses of epistemic modality and evidentiality are based on the works of Plungian (2001), Marín-Arrese (2009), and Cornillie (2009), Alonso-Almeida (2015a), among others, and these allow us to establish a differentiation between evidential and epistemic legitimating strategies. For this, lexical and grammatical units will be considered in our analysis of research article abstracts. In doing this, we seek to explore and describe the functions of evidential and epistemic devices in the scientific domain in two different languages. This study has, therefore, two main objectives: (a) to identify and categorize evidential and epistemic markers in our corpus of English and Spanish medical abstracts, (b) to describe the functions these strategies fulfil in the abstracts, and (b) to see whether these strategies are register-dependent, i.e. whether there are differences according to the language used. In the light of earlier evidence on research articles from a contrastive perspective (Alonso-Almeida 2015b; Almeida & Pastor 2017), we expect abstract to show more cases of epistemic modality in the case of the English texts, as English texts have been shown to rely on this type of modality in order to convey politeness within the community of scientists for which these abstracts are aimed at (Carrió-Pastor & Calderón 2015).

**THE DIACHRONIC OVERVIEW
OF THE DEVELOPMENT OF EUROPEAN CLASSIC FAIRY TALE:
ADAPTATION ISSUES**

Prof. Lola Bobodzhanova & Alfiya Mamleeva

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Abstract: This paper discusses the ways a classical fairy tale has been changing over the centuries. Some academicians have researched the ways how tale-tellers interpreted and rewrote traditional fairy tales. Traditionally fairy tales were told and written by adults for adults, however, later they became associated with children's literature. The work focuses on fairy tale adaptations by Giambattista Basile who is known for a seventeenth-century fair-tale collection of Neapolitan fairy tales titled "The Tale of Tales, or Entertainment for Little Ones", also known as "Il Pentamerone" published posthumously in two volumes. The work, which had been neglected for a long time, received much attention as the Brothers Grimm praised it highly as the first national collection of fairy tales. The given research provides the diachronic overview of the development of European classic fairy tale and its adaptations. The conducted research explores the works of Giambattista Basile, their various adaptations related to contextual cultural changes, the shifts they may have caused in the villain characters' image. The contextual cultural changes were identified with the help of critical reading strategies.

Key words: children's fairy literature, folklore fairy tale, European fairy tale, national and cultural adaptation, contextual cultural changes, villain characters, interpretations, critical reading strategies

**ANDRIĆ'S (MAGIC) REALISM
IN THE NOVEL *THE BRIDGE ON THE DRINA***

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Abstract: More than being a certain genre, magic realism is a stylistic form marked by the aspiration to understand the paradox of connecting the opposites. In other words, the concept of magic realism is a mix of the real and the unreal, realistic and imaginative, historical and mythological in the fast-paced narrative rhythm. Hence, the notion of magic realism is suitable for marking the reality based on mythical foundations, in which no one is surprised by the constant presence of the supernatural. In Croatian literature, the 1920s and 1930s were marked by the revival of a realistic novel with a profound social function. However, this paper aims to show that Andrić's novel *The Bridge on the Drina* (1945) deviates from the traditional realistic novel and the tendency towards aesthetic narration and stylistic diversity that contribute to the complexity of the structure. Namely, Andrić's novel manifests features of magic realism in two cases: first, the construction of the novel reveals the collective consciousness and fate of a nation in Bosnia and Herzegovina in the tragic historical circumstances connected to the arrival of the Austro-Hungarian Monarchy, at the same time revealing the myth and demythologizing the past. On the other hand, this critical novel is a product of the lucid consciousness of a European intellectual, who looks into the development of a specific nation. With this, Andrić's novel justified that vision of magic realism drawn by Latin American writers whose magic was not a product of a random or spontaneous, but rather of a culturally-determined choice.

Keywords: Ivo Andrić, magic realism, Austro-Hungarian Monarchy

**THE IMAGE OF DREAM IN THE NOVEL
THE CRIMSON PETAL AND THE WHITE BY MICHEL FABER**

Agata Buda

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Poland

Abstract: The paper discusses different images of dream in the postmodern literary work *The Crimson Petal and the White* by Michel Faber – the author who was born in the Netherlands, spent a lot of time living in Australia and finally moved to Scotland. The category of dream is presented in the novel from different perspectives: it is portrayed as the act of existence, fear of death, the way to express desires, the expression of pain and pleasure, as well as the idea constituting the construction axis of the novel. Faber presents a story of some Victorians from the postmodern point of view, using numerous techniques of narration, for instance: intertextuality, second-person narration, relying on a reader's interpretation of events balancing between dream and reality etc. The concept of dream is easily interwoven into the construction of the novel, making it a truly complex and versatile piece of art.

Key words: dream and reality, intertextuality, postmodern narration

CHALLENGES AND OPPORTUNITIES OF CLIL AT A MEXICAN HIGHER EDUCATION CONTEXT

Maria del Rocio Dominguez & Jitka Crhová

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Abstract: The purpose of this paper is to report the results of a research project that addresses the implementation of CLIL as a strategy for internationalization in a Mexican higher education context. The opinions of 38 university teachers from different fields about the implementation of CLIL were gathered using a mixed methods approach using a questionnaire with open and close questions including a likert scale to identify agreement and disagreement. The results of this research showed that this group of professors has a good command of English and use it in their daily academic literacy practices since they employ materials in this language for their professional development and in their classes. They perceived CLIL as a need for their academic context since they think it will improve their teaching competence and the education offered by the institution. They think CLIL will allow the formation of competent professionals who will have the opportunity to expand their competences when acquiring English language skills, leading the institution towards internationalization, which is seen a desirable goal. They also identified some limitations such as the level of English of students and teachers, the training of teachers and the lack of an institutional plan for the implementation for this pedagogical method.

Key words: Learning English in higher education, Content and Language Integrated Learning, Language teaching methodology. Teaching English in Mexican universities.

**DOES LANGUAGE PROFICIENCY REALLY MATTER
IN PEER INTERACTION?
A CASE STUDY OF ENGLISH LEARNING IN INDONESIA**

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Abstract: Collaborative learning is a method that is widely used in foreign language classes. However, this becomes problematic when one party is passive and the other is dominant. Several studies on peer interaction have found that low proficient learners are usually passive and make little contribution during task completion. However, other studies also found the opposite results where mixed-proficiency pairs could foster collective scaffolding (Ohta, 2000). Inspired from an extracurricular English online program designed to improve speaking skills of low English proficient learners, this study sought to understand their attitudes to peer interaction when they were paired up with higher or same proficiency peers. The objective of this research was to investigate the attitudes of the low proficient learners (N=4) towards the implementation of peer interaction generally during their experiences of learning English and in this program in particular. The research utilised observations gained from learners' audio/video recordings of interactions and semi-structured interviews. The main findings demonstrated that familiarity with their pairs might contribute to their active or passive participation during peer interaction, even though these situations could change over time. It is recommended that FL teachers be familiarized with their learners' characters and pairing preferences as these factors can be beneficial in the implementation of peer interaction.

Keywords: Collaborative Learning, Attitudes, Peer Interaction, Low Proficient Learners.

THE INTERNAL DIVERSIFICATION OF KASHUBIAN AS A FACTOR IMPEDING THE STANDARDIZATION OF THE LANGUAGE

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Abstract: The article addresses the problem of the internal diversification of Kashubian as a factor hindering the process of bringing about a standard variety in the language. Kashubian, a West Slavic language, spoken in the north of Poland, is very much internally diversified. One may distinguish three main dialectal areas within Kashubian: the northern, the central, and the southern dialects which may be further subdivided into as many as 70 subdialects. It goes without saying that the division entails the existence of certain linguistic differences among those dialects. In general, the northern dialect is rather archaic, the central dialect is more innovative, whereas the southern one has been largely Polish. Apart from the differences in the lexicon, morphology, and syntax, one may find numerous differences in the phonological nature in the Kashubian dialects. Inter alia, those include lexical stress differences: in the north, the stress is variable, in the centre, it fixed on the first syllable, whereas in the south it usually falls on the penultimate syllable. Furthermore, there are striking differences consisting of vowel alternations between individual dialects. The Kashubian standard has been evolving since the 19th century. In the beginning, the northern dialect had the greatest impact on the arising standard. Later, the developing standard variety was influenced by the southern dialect, whereas it has been recently based on the central dialect with northern elements. Undoubtedly, numerous and significant differences among the dialects constitute an important factor that impedes and slows down the process of standardization of Kashubian. At the present, the standard has not been clearly defined and its actual use depends largely on the Kashubian dialectal variety spoken by individual speakers.

Keywords: standardization, Kashubian, Kashubian dialects, language diversification, sociolinguistics

**REALIST PLAYFULNESS IN RELATION TO HERITAGE:
IMAGINARY VS. DOCUMENTARY
(WHEN WE'LL STOP PLAYING, THEN WE'LL DISAPPEAR)**

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Abstract: Playfulness / key to youth without depreciation and to a life without boredom, why wouldn't we imagine ways by which we can enliven museum experiences while keeping the scientific character of the exhibited content?

Documentary films determine a reflection applied to an easy to understand language: the image. How much of the filmed image can we use in a museum? This presentation is an invitation to a discussion and can represent a solution to the above question. In order to innovative as Tony Wagner pointed out in *Creating Innovators: The Making of Young People who Will Change the world*, 2012, we shall confer power and use playfulness, we shall stress out the importance of playing in the training relationship, we shall communicate in the education as well as in arts field and museums as we choose the audience.

**LATEST TRENDS IN CONDUCTING OBSERVATION
AS A RESEARCH METHOD
IN ENGLISH LANGUAGE PEDAGOGY RESEARCH**

Jakub Hriňák

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Abstract: The study is focused on observation as a research method since this natural method can be used to acquire valid and reliable information necessary to answer research questions or hypothesis. Observation will be discussed from the perspective of its definition as a research method. The paper is also going to describe various types of observation, as well as to characterize factors that are important for validity and reliability of the above mentioned research method. The study will also focus on observation from the perspective of its application, especially on the implementation of the method inside already published research papers.

Key words: ELT, observation, research, methodology

**GRAMMATICAL COHESION
IN TRANSLATING ENGLISH MEDIA DISCOURSE INTO ARABIC**

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Abstract: Cohesive markers help to relate words and sentences together in the text. Also, they make the whole text united and meaningful resulting from their functions in linking the sentences. While translating from the SL to the TL, the translator may not translate the whole cohesive markers or translate them incorrectly which affect the communicative meaning of the SL. In this study, the researcher will make use of Halliday and Hasan (1976) model of cohesion to identify cohesive markers used in Arabic and English texts, and only focusing on References as cohesive markers. The source English texts are taken from The New York Times and The Washington Post online articles, their translated Arabic versions are taken from the online Arabic newspaper, namely, Asharq Al-Awsat. Also, the study will adopt Nida's translation techniques (1964) to identify the translation techniques used to translate English grammatical cohesive markers into Arabic text. The results showed that two techniques of Nida are appeared in analysis 'Alteration' and 'Subtraction', besides; one new technique is appeared in this study, namely 'Sustaining'. By identifying the translation techniques used in translating the cohesive markers, the translators or the linguists will be aware of these techniques.

Keywords: cohesion, references, technique, alteration, subtraction

THE ANALYSIS OF DEIXIS IN “THE ADVENTURES OF TINTIN: THE SECRET OF THE UNICORN” POLYSEMIOTIC TEXT

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Abstract: This paper analyses the polysemiotic text of the animated film “The Adventures of Tintin: The Secret of the Unicorn” in terms of deixis. The Lithuanian dub and the English original are investigated. Deixis could be understood as linguistic pointing or identification of people, objects, occurrences and acts that are spoken about or specified. There are several distinguishable types of deixis that could be found in polysemiotic texts. They include person deixis, time deixis, place deixis, discourse deixis and social deixis. The problem – what types of deixis manifest the most in a polysemiotic film text? The object of the research – deixis in the original and dubbed version polysemiotic text of “The Adventures of Tintin: The Secret of the Unicorn”. The aim of the research – to investigate deixis and its types in “The Adventures of Tintin: The Secret of the Unicorn” polysemiotic text. The methods of the research – descriptive case study. Data was processed by using the aforementioned method. The findings reveal that the most popular types of deixis in “The Adventures of Tintin: The Secret of the Unicorn” polysemiotic text are place deixis, person deixis and object deixis.

Keywords: deixis, polysemiotic, dub, deictic centre, linguistics

**IMPACTS OF COVID-19 PANDEMIC
ON THE TRANSLATOR'S PROFESSION
AND CRISIS-RELATED TRANSLATOR TRAINING**

Ramunė Kasperavičienė & Jurgita Motiejūnienė

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Abstract: The lockdown of economies worldwide due to Covid-19 pandemic in the first half of 2020 has made huge impacts on industries, including the translation business world. The working practices within the translator's job have undergone transformations, resulting in changed future prospects of the translator's profession. This paper aims to discuss and describe the effects of the pandemic and the lockdown on the translator's profession and crisis-related translator training in both bachelor and master levels by presenting analysis of opinions and attitudes of freelance translators and interpreters, heads of translation agencies, and students in their translation study programmes at a university. In recent research, emphasis is put on the need for crisis translators to ensure an effective communication between all stakeholders in disaster settings (Rodriguez Vazquez and Silvia Torres del Rey, 2020). Moreover, translator training needs have to be refined in order to provide language support in crises (Federico et al, 2019). The research design is primarily grounded on surveys carried out to determine the attitudes and experiences of different players in the Lithuanian translation market, with the emphasis on the dynamics in the numbers and nature of translation orders as well as behaviour of customers and the state support. The results highlight varying opinions of translation students and freelance translators towards the future of the profession, trust of freelance translators towards the state support and translation agencies at which they are hired, and anxiety of heads of translation agencies towards the stability of the industry. The results also show that it is necessary to help translation trainees to develop a wider skillset and be ready to contribute in crisis settings.

Keywords: Covid-19, pandemic, translator training, translation industry

**APPROACHES TO ONLINE TEACHING
OF SECONDARY SCHOOL AND UNDERGRADUATE ENGLISH
LITERATURE CLASSES AND THEIR EFFECTIVENESS
DURING THE CORONAVIRUS PANDEMIC**

Louise Kocianová
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Abstract: During this academic year a need has arisen for new ways of delivering classes in both schools and universities. Literature is traditionally a subject best taught in a physical classroom environment where students and teachers can read aloud and discuss collaboratively the texts they are studying. Some genres of literature, particularly poetry and drama, significantly benefit from being interpreted and performed in a face to face, group environment. So what happens when traditional methods are no longer possible?

This paper will use student feedback and teacher experience to explore and compare the benefits and drawbacks of some approaches to teaching online, with specific reference to the use of Microsoft Teams to foster interactive, collaborative work between literature students and to replicate – as far as possible – the atmosphere of the physical classroom. Student feedback will be in the form of online surveys distributed to students in literature classes in a Slovak secondary grammar school, and to Slovak university students studying a literature module as part of English teaching undergraduate courses in a pedagogical faculty.

Key words: literature, online teaching, pedagogy

**PREPARING FUTURE TEACHERS TO IMPLEMENT CBI:
ATTITUDES, BELIEFS, AND PRACTICES**

Anna Krulatz

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Abstract: Content-based instruction (CBI), an approach to language teaching in which students are taught language through academic content, has been implemented in a growing number of contexts worldwide in the last few decades. Despite the many benefits of CBI, many foreign language teachers find it “difficult to conceptualize, design, and implement, be in it traditional foreign language programs or in intensive content-based programs” (Donato 2016, p. 25). This paper reports on a study which examined how EFL teacher trainees’ perspectives on CBI as a teaching approach change as a result of participation in a CBI methods course. 47 teacher trainees took a CBI self-assessment survey (Dale & Tanner, 2012) both at the beginning and at the end of the semester. In addition, 46 participants answered open-ended questions about their attitudes to CBI, and 40 participants submitted teaching philosophies one semester after the completion of the CBI course. The findings suggest that teacher trainees self-report an increased willingness to use CBI- like teaching practices and that their attitudes towards CBI become more positive over time. However, they also perceive some potential difficulties in implementing the approach in the classroom.

Key words: CBI, teacher education, teacher beliefs

**OPTIMIZING LANGUAGE TEACHER EDUCATION:
TEACHER EDUCATORS' AND CANDIDATES' IDENTITY
CONSTRUCTION THROUGH REFLECTION-BASED TEACHING**

Anna Krulatz & Georgios Neokleous

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Abstract: Language teacher identity development is a complex and multidimensional process affected by both internal and external factors (Farrell, 2017). Acknowledging the impact teacher education programs have on teacher identity formation (Clarà, 2015), this paper examines how the identities of language teacher educators and candidates intercept and how explicit focus on reflection and teacher identity formation can foster reflective teachers. Two teacher educators (TEs) adopted reflection and teacher identity as a pedagogy, inviting eighteen teacher candidates (TCs) to reflect on their own teacher identity formation through structured reflective assignments that culminated in teacher identity texts posted online. The findings suggest that TEs and TCs identities intercept and influence one another in complex ways which should be considered when designing TC courses. Insights into TCs' identity and ways to optimize the way language teacher-training programs are construed are discussed.

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**COMMUNICATIVE TACTICS
AIMED AT DISCREDITING AN OPPONENT IN THE 2019/2020
DEMOCRATIC PARTY PRESIDENTIAL DEBATES**

Elena Kusotskaya

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Abstract: This research is based on the debates of the 2019/2020 Democratic Party presidential primaries in the USA and considers aggressive verbal behaviour in highly conflictive social-political discourse, namely communicative strategies that are aimed at discrediting an opponent. The main focus of the work is to analyse and describe the linguistic means that help to discredit an opponent as a person undeserving the audience's attention instead of debating their arguments on an issue. The analysis has been conducted within the pragmatics line of research with an application of the critical discourse analysis method as well as the discursive approach (within the frame of im/politeness research). It has been discovered that the following discrediting strategies play an important role within the Democratic debate: discrediting presupposition, explicit or implicit accusations, polarization of the world by labelling an opponent as an unworthy 'insider' or an 'outsider'. Comparisons with Trump, republicans or hints on connections with odious figures on the world political stage are frequently applied to alienate an opponent from the shared audience in the context of the Democratic Party debates.

Keywords: pragmatics, critical discourse analysis, social-political discourse, communicative strategies, discredit, world polarization

**AXIOLOGICAL CONSTANTS
IN JAROSLAVA BLAŽKOVÁ'S TEXTS FOR CHILDREN**

Gabriela Magalová

University of Trnava, Slovakia

Abstract: Jaroslava Blažková is a Slovak author for children and adults, who moved with her family from Slovakia to Canada in 1968. During the socialist era, she was an undesirable person, her books were not published. As she moved to Canada, Jaroslava Blažková was not a very productive author, she wrote the texts rarely. Her connection with the Slovak territory was restored remotely only after 1990. From the point of view of her work, it is difficult to find the line between the literature written for children and the literature written for adults. Her books published after the year 2000 have the character of memories and can be offered to the readers of a wide age category. This study is focused on Jaroslava Blažková's text *Minka a Pyžaminka* (2003) that can be characterised as one of her last books for children. The book was written and published in Slovak language. The above mentioned text points out some axiological constants and changes in the author's artistic strategy.

Keywords: children's literature, axiology, Jaroslava Blažková

**THE IMAGE OF SHIP IN ROMANTIC POETRY: REINTERPRETING
COLERIDGE'S 'RIME OF THE ANCIENT MARINER' AND SHELLEY'S
'VISION OF THE SEA'**

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Abstract: The image of Ship, along with World Tree and Rosa Mundi, is rightly considered to be one of the three most popular topoi of Western European culture since the ancient times up to the present day. Dating back to the Sumerian and Akkadian epochs, the mythopoetic image of Ship has developed its own image field, the core elements of which can now be traced in numerous artworks: from painting to music. In Romanticism, the image of Ship is interpreted in two major directions. The first shows the Ship as a symbol of a man freed of the boundaries of natural life, brave to challenge its laws, who strives to overcome its prejudices. The second highlights the image formed long before in European folklore – the one of the Flying Dutchman symbolizing the odyssey of human soul across the sea of fate.

The poems by Coleridge and Shelley introduce both directions of the image development in the literature of Romanticism: while “The Rime of the Ancient Mariner” spotlights the mysterious wanderer and his deathly crew, “A Vision of the Sea” reveals the image of a strong human spirit embodied in the ship struggling against the storm.

Keywords: image, ship, literature, Romanticism, Coleridge, Shelley

THE EFFECTS OF MOBILE LEARNING ON EFL VOCABULARY ACQUISITION

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Abstract: Mobile learning (m-learning) seemed to have secured its place in the realms of language education as mobile devices can be regarded as useful, portable, accessible, and personalized tools which aid the language learning process both inside and outside the classroom, offering a number of considerable benefits to EFL learners. This article discusses the impact of m-learning on developing the language system of vocabulary by providing a fundamental insight into this matter, examining both its advantages and disadvantages. Further, several studies are reviewed, out of which recommendations and conclusions are drawn. Most of the papers indicate that mobile learning demonstrates a high potential for vocabulary acquisition. However, it should be also emphasized that teachers and learners may often face some challenges when m-learning is employed, and that higher-education institutions and faculties which prepare prospective language teachers for their teaching profession need to devote assiduous attention to these issues within their methodology classes.

Keywords: m-learning, MALL, EFL learning, EFL teachers and learners

THE USE OF SMARTPHONE APPS IN THE PROCESS OF TEACHING AND LEARNING ENGLISH

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Abstract: The era we live in is indissolubly linked with technological advancements and innovations in almost every sphere of human activity, including education. Mobile-assisted language learning (MALL), which holds an influential position in this regard, affords plenty of opportunity for language acquisition of EFL (English as a foreign language) learners. The growing trend in the shift from using computers to employing smartphones into the teaching and learning process merits further exploration of researchers and practitioners. Therefore, the aim of this paper is to discuss the fundamental concept of smartphone applications in relation to language learning. Moreover, both advantages and downsides of using smartphone apps in the context of language learning process are also discussed. Finally, pedagogical implications and conclusions are drawn. The paper concludes that although the advantages appear to easily outweigh the disadvantages, there are certain aspects which need to be addressed and more closely approached, especially at higher-education institutions which prepare future teachers for their teaching careers.

Keywords: MALL, smartphone, EFL learning, smartphone apps, EFL teachers and learners

**PRESIDENT BUHARI'S ANTI-CORRUPTION WAR IN NIGERIA:
A MULTIMODAL DISCOURSE INTERPRETATIONS
OF SELECTED CARTOONS**

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Abstract: This study identified and analysed the visual and linguistic components associated with the selected cartoons satirising the war against corruption embarked upon by Nigerian President, Mohammodu Buhari. This was with a view to describing the essential communication devices the cartoonists have employed. Data for the study were drawn from the internet. Only six cartoons were purposively selected for this study. The selection of the cartoons was predicated upon the subject under consideration as these cartoons present satirical representations of the President's insincerity in his war against corruption in the country. Analysis of the data followed the framework of Kress and Leeuwen's multimodal discourse analysis. The results showed that such visual resources as colour, pictures, symbols and icons, gaze and posture enhance the semantic and communication prowess of the cartoons. In the whole, the study emphasises the vitality of visual and linguistic elements as important communication devices.

INVESTIGATING OPEN-MINDEDNESS AMONG CLIL TEACHERS

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Abstract: The notion of what it means to be a good teacher is a very complicated one, as good teachers need to have many qualities. One of them is open-mindedness, which helps individuals build knowledge about specific issues or points of view as well as form recommendations and give advice. Open-minded teachers do not jump to conclusions. Instead, they look for and examine all of the available evidence before forming an opinion. As for Content and Language Integrated Learning (CLIL) which is “a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language” (Coyle et al., 2010, p. 1), open-mindedness is very crucial. The teachers need to be open-minded to the language and content knowledge at the same time, which is very challenging.

The aim of the presentation is to discuss the research results on one of the most important character virtue, namely open-mindedness. The research was conducted among CLIL teachers for whom this virtue seems to be indispensable bearing in mind various obstacles, which they have to face in CLIL education e.g. lack of teaching materials. In order to collect the data, the VIA Inventory of Strengths (VIA-IS) was disseminated among Primary, Junior High School and Secondary School teachers. The VIA Inventory of Strengths (VIA-IS) is a 120-item measure of character strengths, with each of 24 character strengths assessed by 10 items. In the following presentation, only the data concerning open-mindedness will be discussed.

Reference:

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EYE-TRACKING AS A METHODOLOGICAL APPROACH: CAN IT SERVE RESEARCH PURPOSES IN TRANSLATION STUDIES?

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Abstract: Over the last few decades, there has been a noticeable increase in the use of eye-tracking in translation studies. This paper reviews representative studies, published since 2010, which utilised eye-tracking technology as the single or a complementary research method. While eye-tracking as a method has been employed for more than a decade in the translation studies field worldwide, research involving Lithuanian is scarce (e.g., Motiejūnienė and Kasperavičienė, 2019). The analysis demonstrates that eye-tracking can be successfully utilised to measure cognitive efforts of the readers' mind. Combined with other research methods, eye-tracking may yield more comprehensive and reliable results. However, the research must be carried out with caution due to the methodological issues, such as the lack of objectivity in evaluating the cognitive factors of human behaviour, the need for triangulation, and subject sensitivity to experimental conditions. These issues may be overcome by setting up identical conditions of the experiment among all of the participants, setting up a non-invasive equipment, choosing similar participants for the research (based on demographic, physiological, psychological factors), and using mixed research methods.

Keywords: Eye-tracking, translation, cognitive effort.

**NATIONAL LITERATURES IN THE AGE OF GLOBALISATION
(ORIGIN AND DEVELOPMENT OF AMERICAN-SLOVAK LITERARY
AND CULTURAL IDENTITY)**

Anton Pokrivčák

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Abstract: The paper is part of the project analysing the national and cultural concept in literature and its reflection in American literature, with a specific emphasis on the formation and development of Slovak-American literary and cultural identity. The first part discusses the relation of literature and society in individual historical periods and characterises the position of literature in today's globalized and multimedia world. Then the emphasis is on the analysis of major critical approaches to literature that emerged in the 20th century, taking into account the dialectics of literary and extra-literary criticism in critical practice, i. e. critical approaches that use the methodology and terminological apparatus of literary theory or other sciences to analyse non-literary phenomena.

The second part of the paper is the analysis of Slovak-American literary and cultural identity through selected works of Slovak American writers, with special attention paid to Thomas Bell's *Out of this Furnace*.

Key words: national literature, world literature, globalisation, literary contacts, extra-literary criticism

ATTITUDES OF TEFL NON-NATIVE TEACHER-TRAINEES TO STUDYING LITERARY COURSES

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Abstract: Regarding the role and place of literature courses in foreign language teacher-training programs, the opinions and attitudes of students (future teachers) quite vary. Some students argue that studying literature is a waste of their time, others argue that literature can help them in developing their foreign language proficiency and, finally, the rest see literature as the study area of its own and understand its importance and potential for their aesthetic, emotional and intellectual development.

The present study investigates the opinions and attitudes of first-year students they expressed shortly after starting their university study in September 2020. All students in the research sample (N = 149) were non-native speakers of English who came from 3 countries (Slovakia, Czech Republic, Ukraine). The research instrument (a questionnaire) included questions on students' attitudes towards studying literature, motives to read literature, their reading preferences, and their expectations toward the literary courses.

A significant majority of students (89,26) expressed a very positive or positive attitude towards studying literature courses. Only a tenth of respondents (10.84%) did not show any enthusiasm towards studying literature. In agreement with many previous research studies, respondents prefer reading prosaic genres (fantasy, detective stories, and romantic stories). The least popular genres among the respondents were poetry, horror stories, and digital literature.

When asked about their expectations related to studying literature, the respondents gave the three highest scores to: a) improving their communication competences in a foreign language through reading books in an original language (5.8 out of 8), b) learning about literary principles (5.5 out of 8) and c) reading interesting books and discussing them with classmates (5.5 out of 8).

The results are important for a better understanding of students' motivation to study literary courses, as well as for more effective planning of these courses in the future.

Keywords: literature, philological study programs, literary courses, non-native teacher-trainees, reading preferences

**BILINGUAL EDUCATION VS. CLIL
IN SLOVAK SCHOOL LEGISLATION,
SCHOOL PRACTICE AND TEACHER-TRAINING**

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Abstract: It has been nearly 20 years since CLIL (content language integrated learning) as a form of bilingual education has been introduced into Slovak schools. Despite the 20-years long history of its application in teaching practice and relatively intense research on the topic, the legislative background, pedagogical principles, and possible outcomes of the new and innovative method have remained unclear, open to even further study and discussion. The main confusion originates in the methodological closeness between CLIL typically used at mainstream schools and CBI (content-based instruction) as the method exclusively used at bilingual schools in Slovakia. First, the paper defines both CLIL and CBI as forms of bilingual education and characterizes both CLIL and CBI as used at Slovak schools. Secondly, the paper compares CLIL and CBI from a psycholinguistic point of view and explains the possible differences between types of resulting bilingualism of learners. In the final part, the paper focuses on the problem of bilingual differentiation (what happens in the learner's brain during bilingual classes) and different procedures of the development of bilingual academic literacy.

Keywords: bilingual education, CLIL, CBI, bilingual differentiation, bilingual academic literacy

**ENGLISH AS A LINGUA FRANCA IN INTERCULTURAL
COMMUNICATION: IMPLICATIONS FOR INTERCULTURAL
ENGLISH LANGUAGE TEACHING**

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Abstract: The cultural dimension of English language teaching has mutated from the communicative approach into an intercultural communicative approach to accentuate the use of language in different cultural contexts and the fact that the target language is a lingua franca. Considering these assumptions, it is necessary to not only take into account the communicative dimensions of having English as a lingua but also what implications may ensue from the global spread of English in terms of power imbalances and cultural superiority of Anglophone cultures. Due to the skewed geopolitics of power and knowledge, the use of English as a lingua franca and its global spread may perpetuate power imbalances that render Northern perspectives as dominant while Southern ones are alternative. That is why it is important to develop a critical understanding of the use of English as a Lingua Franca in Intercultural Communication. The aim is to discuss the implications of English as lingua franca for intercultural English language teaching. I argue that power imbalances between Northern-Atlantic may be reinforced by the global spread of English. Therefore, in this presentation, I will examine (a) how the use of English in intercultural may be contributing the continuation of power inequalities and (b) offer guidelines that would help address these implications and ensure that English language teaching accounts for power imbalances and the superiority of Anglophone contexts.

Keywords: English, lingua franca, intercultural communication, language teaching

STEREOTYPING IN THE CLASSROOM: THE AARGAU AND THE ZÜRICH SWISS DIALECTS

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Abstract: This paper investigates speakers' attitudes towards two Swiss German dialects and the stereotypes that arise thereof in the classroom. Stereotyping is linked to peer interactions in the classroom (Wolfe & Spencer, 1996). There is evidence for negative attitudes between dialects, contributing to negative identity constructions between speakers in Switzerland (Schön & Ritzman, 2006). These identity constructions are implicit and not plainly expressed, but speakers of Swiss German are aware of them (Ammon, 1995). Participants ($N = 71$) responded to a qualitative survey addressing language attitudes based on work by Preston (2013). Quantitative analysis addressing attitude subcomponents on rating scales complement the qualitative results and aid in examining whether dialect stereotypes arise.

This paper finds that both the Aargau and Zürich dialect speakers ascribe stereotypes to each other's dialect, which has implications towards classroom practices. I posit solutions towards developing an equitable learning environment through the use of intercultural competence and communication, in order to develop a pedagogical framework to combat implicit dialect bias in the classroom.

Keywords: Dialect, Intercultural Competence, Swiss German, Language Attitudes, Stereotypes

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**THE FOREIGNER PHENOMENON IN THE NOVEL MATERIAL FATIGUE
BY MAREK ŠINDELKA**

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Abstract: The foreigner phenomenon has so far been discussed in various fields of humanities and social sciences. The knowledge about foreigners is not an exclusive area of any research discipline, and any talk about the foreigner phenomenon implies interdisciplinary approach. Therefore, scholarly discussions include discussions on the status of the foreigner figure primarily in social or cultural anthropology, sociology, cultural studies, and semiotics. The paper contributes to the research of the foreigner phenomenon in literature by interpreting the novel *Material Fatigue* by Marek Šindelka in the context of semiotics of space, culture, communication, image and media. The foreigner is considered a symbol of the social and spatial relations of distance and proximity, remoteness, foreignness and the unknown. The analysis and interpretation is particularly focused on the position of foreigners in the context of migrations from the Middle East to the European West. The aim is to clarify the literary (re)construction of the image of foreigners, i.e. migrants, refugees, displaced persons and asylum seekers, who, in fear of death and in search of a better life, are leaving the Middle East and heading towards the countries of the European Union. The literary (re)construction of the foreigner in the novel is articulated on the level of theme, motif, plot, character, language and style.

Keywords: foreigner, Marek Šindelka, images of the Other, stereotypes, prejudice

TOURISM UNDERGRADUATES' ATTITUDES TOWARDS CULTURAL DIVERSITY

**Zuzana Sándorová, Lenka Tkáč-Zabáková,
& Dominika Hlavinová Tekeliová**

Constantine the Philosopher University, Slovakia

Abstract: It is generally acknowledged that in these days of massive migration, increasing ethnocentrism and culturally diverse communities fostering a society's tolerance towards diversity seems to be vital. Therefore, education systems face the challenge of preparing young generations to be able to work in multicultural environments. Undoubtedly, promoting intercultural understanding is essential especially in the case of future experts in tourism since the services in its sectors, such as hospitality, gastronomy or transport, are based on the interaction of people from at least two cultures.

The present paper investigates tourism undergraduates' attitude towards cultural diversity and multicultural society in Slovakia. The study also sheds light on their perceptions of dealing with guests of other ethnic and religious groups and working with people from different cultural backgrounds.

Keywords: cultural diversity, multicultural society, intercultural competence, tourism undergraduates, attitudes, perceptions, Slovakia;

AFRICAN AMERICAN RAP CULTURE AS A METAMORPHOSIS OF ORALITY IN BLACK LITERATURE

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Abstract: Rap music is a derivative of the oral forms of literature, which is man's original medium of self-expression and artistic creativity. Rap music (Rhythm and Blues) is a highly prolific component of a popular culture, which has served as a means of expressing the plight of the black man in a predominantly prejudicial white society. Prior to the advent of written culture, orality was to a very large extent, the main mode of transmitting information and passing down history and legends from one generation to another. This work takes a critical look of the rap music of some black artists and their exploitations of the medium of orality in the United States. A critical look at the works of these rap icons such as grandmaster flash and furious five's "The Message", Amiri Baraka's "Dope", Naz's "I can", 2Pac's "Trapped", 2 live crew's "In the Dust" and others, show that they are more of chronicles of the various happenings in recent times without any recourse to their glorious source, which is oral literature. This no doubt has adverse effects on the quality and richness of music. This study therefore traces rap music back to oral literature with a view to repositioning it by linking it to its roots.

Keywords: popular culture, oral literature, lyrics, rap music, rhythm and blues

FIRST LANGUAGE TRANSFER IN SECOND LANGUAGE USAGE: ITALIAN PREPOSITIONS

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Abstract: This study focuses on cross-linguistic transfer in the acquisition of Italian prepositions by beginner learners, studying Italian as a foreign language, in a U.S. university. The use of prepositions is considered as one of the problematic areas of Italian grammar for English and Spanish speaking students. Therefore, I investigated the effect of the first language (English, Spanish) transfer of prepositions to the second language (Italian) usage in order to determine negative and positive transfer and find transfer strategies for language teaching and learning. English monolinguals and Spanish-English bilinguals, studying the first semester Italian course, participated in this study. Fill-in-the-blank, multiple-choice, grammaticality judgment, and translation tasks were used to collect data. Moreover, in order to explore the nature of language transfer, I analyzed the correlations between language background (L2), gender, assignment types, and transfer.

Keywords: second language acquisition, language transfer, linguistic interference, crosslinguistic influence, Italian prepositions, Italian as a second language, language teaching.

GENDERED SUBJECTIVITIES IN SINGLE-SEX BASED EDUCATION IN A MIXED SCHOOL

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Abstract: In school, there are instituted, installed practices and re-producers of classification and standardization of gender within an essentialist binary framework (Bonder, 1998) Yet, experiences and local struggles for power in the community of practice (Paechter, 2013) make up local resistance in the institutional interstices. That issue has inspired an interpretive qualitative study that attempts to analyze students' discourses to identify enactments of subjectivities about its gendered nature in a single-sex learning environment. Therefore, findings reveal students' enactments of gendered subjectivities during their interaction as an important part of the EFL (Delgado, 2019) in a private school in Bogotá. The study problematizes discourses of binarism in gender found in data by relying on post-structuralist feminist and subject positioning theories (Butler, 1990, Foucault, 1982, Weedon, 1987, 2004). Data was collected through audio transcripts of classroom interaction along with field notes to register participants' interactions. The role of the researcher was participant observer. Aspects of feminist post-structural discourse analysis (Baxter, 2008) along with critical discourse analysis (Fairclough, 2001) were considered to analyze a corpus made of interactions' significant moments (Baxter, 2003) Results shed light on emerging gender identities, (re) construction and positions in the language classroom towards masculinities and femininities. These subjectivities highlight moments of institutional and personal tensions, towards the continuing *reactionary* (re)production of certain institutional discourses on gender relations in the classroom. (VanDijk, 1989) Implications thus invite teacher-researchers to study asymmetric sociolinguistic power relationships in educational settings. Hence, the need for insisting on broadening studies about gender and English learning arises, as language is not the academic end, but the means to mediate sociocultural meanings.

**ESTABLISHING A ZONE OF PRIORITIZED CURRICULARIVITY:
A CRITICALLY REFLEXIVE PRAXIS FOR THE MULTIMODAL
DISCOURSE IN EFL TEXTBOOKS IN KOREAN UNIVERSITIES**

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Abstract: In Korean university EFL programs, globally published textbooks often serve as the curriculum and primary source for classroom activity, despite evidence of social injustices in their multimodal discourses. While a robust pool of research features reflexivity in language learning pedagogy, few studies highlight multimodal discourse negotiated *in situ*. This study proposes a Zone of Prioritized Curricularivity (ZPC) can raise the value of EFL learning investment by a) establishing what curricular commonplaces are consequential to the EFL program, then b) strategizing critical and feasible changes to the multimodal discourse in the textbook. To challenge the framework, this study asks: 1) Using a ZPC, how do instructors and students negotiate the multimodal discourse of textbook lessons in situ? 2) What pedagogical affordances, if any, does ZPC lend to EFL instruction? A vignette features two EFL courses at Chung-Buk National at University in Korea, where the ZPC was applied mid-semester. As a classroom guest, the researcher observed lessons *in situ* and corroborated those with video recordings of the classes. The findings suggest that for instructors and students, recontextualized content is far preferable to un-changed lessons. The implications of using the ZPC appears to diminish socially marginalizing textbook content while raising the value of student investment in EFL learning.

Keywords: EFL textbooks, EFL learning, reflexive praxis, intercultural communication, multimodal discourse analysis

**CHRISTIAN FELIX WEISSE,
TRANSLATOR OF MRS. PINCHARD'S DIDACTIC DRAMAS**

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Abstract: Christian Felix Weisse (1726-1804), mainly known as German playwright and writer for children during the late Enlightenment, boasted a huge production as translator, and rightly he is defined a cultural mediator of European importance. From English he translated more prolifically. Between 1752 and 1794 he published at least twenty-eight translations of English Books. Starting from an analysis of his translations of Elizabeth Pinchard's didactic dramas, especially of fourteen dramas which he published in 1787 and in 1794, the paper aims to contribute to the reflection on the role that Weisse's translations had in the wider discourse of an international circulation of pedagogical concepts and ideas. In general, Weisse reworked explicitly the source texts, he expanded or modified them and, in doing so, he adapted to German reality a Europe-wide pedagogical model.

Keywords: children's drama, didactic drama, translation, Ch. F. Weisse

**ON THE NEED OF USAGE INFORMATION
IN DICTIONARY DEFINITIONS:
EFL STUDENTS OF POLISH PRIMARY SCHOOLS IN FOCUS**

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Abstract: Assuming that the information provided by dictionary definitions should indicate that language use depends on the pragmatic situation of discourse as well as the social relation between the speaker and the hearer, dictionaries frequently employ special conventions. As particularly important from the perspective of a language learner, the manner of adopting different conventions should not be too complicated for him. Obviously enough, the knowledge of the difference between semantics and pragmatic meaning, especially when the dictionary user comes from different culture seems to be of prime importance. When consulting dictionaries, the EFL learner needs clear instruction in formal language use as well as neutral usage that is not informal in order to avoid the wrong style – choice consequences (here understood as miscommunication and /or misunderstanding).

Key words: style labels, lexicography, dictionaries, pragmatic properties, semantics,

BASIC PILLARS OF THE CONCEPT AND STRATEGY OF TEACHING SLOVAK LANGUAGE AND SLOVAK LITERATURE IN PRIMARY SCHOOLS WITH HUNGARIAN AS THE LANGUAGE OF INSTRUCTION

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Abstract: Slovak language and Slovak literature is a specific subject in schools with Hungarian as the language of instruction and occupies a leading place in the hierarchy of subjects. Its specific role is determined by the fact that Slovak language has the status of a state language in the Slovak Republic, it is the language of the majority, a means of communication, i.e. a tool for communication for citizens of Hungarian nationality with citizens of other nationalities in the Slovak Republic and at the same time it is a second (specific target) language in schools with Hungarian as the language of instruction. Social requirements are taken into account when planning the curriculum and the educational process. Children and pupils of citizens belonging to national minorities and ethnic groups are guaranteed the right to learn the state language. The educational process in schools with the language of instruction of nationalities is carried out in accordance with the instrument of ratification of the European Charter for Regional or Minority Languages. The importance of being able to speak the majority language by members of minorities is supported by a number of European recommendations.

The paper deals with the concept and strategy of teaching Slovak language and Slovak literature as well as its central position: helping the overall personal development of students, acquiring habits of good behaviour, especially in the field of speech, positively influencing the development of language-analogous abilities, the development of feelings connected with the language, creativity and positive attitudes towards Slovak language.

Keywords: Schools with Hungarian as the language of instruction, teaching process, Slovak language and Slovak literature, concept of teaching, strategy of the teaching process

**DIVERSITY IN HERITAGE LANGUAGE CLASSES:
IDENTIFYING TEACHING STRATEGIES THAT WORK**

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Abstract: Heritage language (HL) learners are people with familial ties to a minority language who seek to maintain a connection with it through formal instruction. HL learners differ from learners who take up a language as their second language (SL) or foreign language (FL) because they tend to be exposed to their HL either at home or in their community from a young age. As a result, HL learners' aural competence tends to be more developed than that of SL or FL learners. Research suggests that HL learners benefit more from macro-based teaching strategies, whereas micro-based approaches are better suited for the needs of SL and FL learners. What happens though when the three types of learners coexist in the same class? How can teachers accommodate everyone's needs? The present paper seeks to answer these questions by drawing on a narrative study framed within critical sociolinguistics on the perceptions and experiences of Greek HL teachers teaching in primary and secondary schools in Montreal and Toronto (Canada). The findings indicate that a variety of approaches and strategies is needed to accommodate the learners' various cognitive, social, and psychological needs and keep them engaged.

Keywords: heritage languages, heritage language education, second language learning, language education

MOTIVATION TO IMPROVE PRONUNCIATION OF PRE-SERVICE TEACHERS OF ENGLISH

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Abstract: Pronunciation is one of the most complex issues non-native speakers must consider when they are learning a foreign language. Non-native speakers of English have outnumbered native speakers; therefore, improving learners' pronunciation is a matter of great concern of many EFL teachers. Even if the goals of pronunciation learning have changed, the necessity to communicate clearly and effectively has not lost its importance. Research into pronunciation learning has shown that accent-free pronunciation is almost impossible to achieve with growing age; however, learners can make a considerable improvement with carefully selected training techniques. Another factor in pronunciation enhancement is the motivation that is a key component for many EFL learners. The presented study aims to provide the data collected by a questionnaire examining the main motivational factors in pronunciation improvement of pre-service teachers. The collected data provide a variety of internal and external motivational factors of participants in the study.

MIMOČÍTANKOVÉ ČÍTANIE V SÚČASNEJ ŠKOLE

Eva Vitézová

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Abstract: Mimočítankové čítanie ako legitímna súčasť predmetu slovenský jazyk a literatúra. Jeho úloha v zdokonaľovaní čítania a vytvárania vzťahu ku knihám. Mimočítankové čítanie ako súhrnné označené mimoškolských čitateľských aktivít požadovaných školou, čitateľských aktivít inštitucionalizovaných, determinovaných vnútornými i vonkajšími faktormi. Čitateľské aktivity spojené s mimoškolským (odporúčaným) čítaním ako akt vnútornej voľby, ale súčasné spojenie s vonkajšími podnetmi zo strany školy, ktoré čítanie vyžaduje. Úroveň a kvalita mimočítankového čítania. Klasifikácia podľa kritérií (forma, resp. participácia školy ako facilitátora). Spoločné a individuálne čítanie. Fázy mimočítankového čítania. Metodika výberu vhodných kníh, úskalía a ťažkosti pri ich zaradovaní do čitateľského priestoru. Výber podľa žánrovo-tematických oblastí. Metódy a formy mimočítankového čítania (rozhovor so žiakmi o zaujímavom momente z prečítaného textu, hlasné čítanie najlepších čitateľov, reprodukcia prečítaného textu, polhodiny tichého čítania, dramatizácia prečítaného textu, čitateľské denníky kníh, tematické knižky, výstavky kníh – knižné kútiky, návšteva knižnice, cyklické návštevy knižnice, beseda so spisovateľom, tvorba pracovných listov, výmena vytvorených listov prostredníctvom burzy, cestovateľský denník, prezentácia projektu.) Návrh repertoáru kníh odporúčaných na mimočítankové čítanie. Práca s knihami základného čítania. Mimočítankové čítanie a súčasná školská prax. Mimočítankové čítanie ako forma prechodu k individuálnemu (samostatnému) čítaniu. Aplikácia mimočítankového čítania v praxi.

**IMPROVING SOCIAL SKILLS THROUGH LITERATURE:
MINDFUL READING, DIVERSITY, AND EMOTIONAL INTELLIGENCE****Charlotte Williams**

Bismarck State College, the U.S.A.

Abstract: Many believe that reading fiction can improve empathy, yet this is an exploratory area of research with limited empirical studies. This presentation is a collection of literature based on the current research. This presentation will discuss psychological and literary theories, and interventions supporting how reading fiction can improve self and social awareness (e.g. emotional awareness and empathy). Skills and strategies will also be explored which can be transferable to everyday experience. The implications of this literature review could benefit children and adults interested in improving social skills.

**AN EFL COLLEGE LOW-ACHIEVERS' READING CLASSROOM:
ANXIOUS OR SELF-MOTIVATED?**

Pei-Ling Yang

Oriental Institute of Technology, Taiwan

Abstract: The purpose of this action research, based on the concepts of Krashen's Input Hypothesis, is to explore the effect of English picture books on EFL college low-achievers' levels of anxiety. English picture books have been claimed to raise EFL learners' learning motivation and to promote independent learning and thinking. However, there is little research focusing on English picture books and learning anxiety. The study involved 46 participants who college English low-achievers. The instruments for the study were a set of elementary GEPT tests, learners' background questionnaire, and anxiety questionnaire. Each participant was required to read English picture books alone and to write down feedbacks to each book for one academic semester. On-site teacher observation and post-interviews were also conducted after the study. The findings showed that the college low-achievers had lower levels of English learning anxiety and gained more self-confidence. This study results provided evidence that English picture books could be included into curricula to help EFL low-achievers eliminate the uneasiness mind of learning.

Keywords: input hypothesis, EFL learners, English picture books, low-achievers

FEMINIZATION OF FRENCH PROFESSION NOUNS IN TEACHING

Irene Yi

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Abstract: Younger generations are critically affected by language teaching, and these can have great sociolinguistic impacts on the world when said generations grow older. This paper examines the patterns of past language teaching, namely Spanish and French gendered grammar teaching. Drawing from Anne-Marie Houdebine of the French language feminization movement and the widespread Latinx movement, the paper analyzes the social effects of using gender neutral language (in the case of Spanish) and feminizing traditionally masculine profession nouns (in French). In the past, French language teaching enforced sexist and misogynistic views. The increasingly progressive way languages are taught to children includes the following: challenging the rigid grammatical structures which have historically reflected rigid gender roles, allowing students of non-gender binary identification to find words within the language to describe themselves, and empowering students to engage in movements combatting political and social inequality in their communities. This paper uses publications by activists, French and Spanish language teachers, and language teaching studies.

Keywords: teaching, feminization, gendered grammar, French

**RETRONYMS: THE KARUK LANGUAGE
--TELLING THE STORY OF LINGUISTIC COLONIALISM AND CONTACT**

Irene Yi

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Abstract: This paper aims to investigate and explain the linguistic innovation of retronyms in Karuk, an indigenous Native American language spoken along the Klamath River in northern California. Retronyms appeared in Karuk as a result of language contact with nonnative settlers, and while retronymy does not make up a majority of the linguistic innovations that came about due to cultural contact, this paper argues that retronyms in Karuk reflect the colonial nature of the contact between natives and nonnatives as they are an outcome of that very contact. The paper will examine what Karuk retronyms look like, as well as how retronymy in Karuk compares to instances of retronyms found in outside literature. While retronymy can come about as a result of natural language change and technological innovations in some languages, other languages see retronyms being formed due to colonial contact; this paper argues the latter being the case for Karuk retronymy. All of this has an effect on how the language is passed down, taught, and preserved.

Keywords: retronymy, Karuk, linguistic, change

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