



**International Conference
Language, Literature and Culture in Education 2018
5-7 September 2018, Vienna, Austria**

BOOK OF ABSTRACTS

Conference Organisers

- *SlovakEdu*, independent professional association, Slovakia, in cooperation with:
- *Faculty of Education, University of Trnava*, Slovakia
- *Institute of English and American Studies, Faculty of Arts, Presov University*, Slovakia
- *Faculty of Arts, University of Ss Cyril and Methodius in Trnava*, Slovakia

The LLCE2018 conference is organised as part of the following projects:

- **KEGA 055UKF-4/2016:** Creating multimedia support for teaching Methodology of Language Education and Literary Education
- **VEGA 1/0799/18:** National Literatures in the Age of Globalisation (Origin and Development of American-Slovak Literary and Cultural Identity)
- **APVV-15-0360:** Rozmery revitalizácie etnickej minority na Slovensku: interdisciplinárny záchranný výskum zanikajúcej etnickej skupiny Huncokárov

All the projects are funded by the Ministry of Education, Science, Research and Sport of the Slovak Republic.

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Reviewing process

All abstracts published in the LLCE2018 Book of Abstracts were peer-reviewed through a double-blind system by two members of the LLCE2018 International Scientific Committee. The reviewers' identities remain anonymous to authors.

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ISBN 978-80-89864-14-0**EAN 9788089864140**

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INTRODUCTION

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 *LLCE2018*, held on 5 – 7 September 2018 in Vienna, Austria, was organised as a result of several research projects funded by the Ministry of Education, Research, Science and Sport of the Slovak Republic, and in a close cooperation with other significant bodies, such as the National Institute of Education in Bratislava and 3 Slovak universities.

This e-Book of Abstracts consists of the abstracts of papers/posters/presentations which have been submitted for the conference *Language, Literature and Culture in Education 2016*, later evaluated through a double-blind reviewing process and consequently recommended for publishing.

In addition, the list of LLCE2018 conference publications includes:

- the conference e-proceedings *LLCE2018* (ISBN 978-80-89864-13-3),
- the conference issues of *JoLaCE: Journal of Language and Cultural Education* (ISSN 1339-4584, <http://www.jolace.com/journal/>)

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& SlovakEdu Team, n.o.

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Chekhov's *The Cherry Orchard* as a Non-Action, Unbalanced Drama

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Abstract: Chekhov's *The Cherry Orchard* was written in 1903. It is the story of an aristocratic Russian lady who returns home after five-year absence in Paris to face the problem of paying her estate debts or losing it. Irresponsible and helpless as she is, she loses the estate to a newly wealthy businessman, the son of her family's former serf, who removes the estate with all its cherry trees and builds instead cottages to be hired in summer to cottage-holders. The play consists of four acts and has been classified by Chekhov himself as a comedy, although some other critics see the play as a tragedy.

The main aim of this paper is to study Chekhov's *The Cherry Orchard* as a non-action, unbalanced play. This is because the play does not include any single action to be performed on stage. The play does not depend on actions, but on narration, description, analyses, retrospection, and long speeches. Even the two most important events in the play are performed off-stage, i.e. the auction where the cherry orchard is sold and the cutting down of the cherry trees. This represents the first problem to be discussed in this paper as it is against the laws of drama, which center primarily on actions.

The play, moreover, is structurally unbalanced. For there are four acts in the play, the first two represent the exposition of the plot. They provide the necessary information about the characters, setting, subject-matter, and conflict in the play. This stage takes a very long space, more than half of the play's plot. The third act includes both rising action and climax, whereas the final act represents the denouement. This means that the first two acts of the play represent only one of the five stages of the plot, whereas the other two acts represent the remaining four stages. This led to the creation of the second problem discussed in this paper, i.e. *The Cherry Orchard* as unbalanced play.

Key words: English Literature, Drama, Anton Chekhov, *Cherry Orchard*

**A Multimodal Discourse Analytical Study of Cartoons on Police Matters
in Nigeria published in the TELL Newsmagazine**

**Kayode Samuel Ariyo
Rufus Giwa Polytechnic, Owo, Nigeria**

Abstract: This study focuses on selected cartoons on police matters in Nigeria as published in *Tell* newsmagazine. The study identifies and discusses the multimodal discourse features of the selected cartoons. The research further relates the features to the contexts in which they were applied. The aim is to bring to prominence the meanings foregrounded in the cartoons. Data were collected from four copies of the *Tell* newsmagazine, covering May to December, 2015. The data are analysed via the linguistic framework of Multimodal Discourse Analysis (MDA). The result indicates that cartoons as well as their verbal anchorages act as meaning signifiers. This study concludes that producers of the newsmagazine use cartoons heavily structured on humour and irony to disseminate sensitive security pieces of information.

Key words: police, cartoons, pictures, verbal anchorages and Multimodal Discourse Analysis

Effective Strategies in framing Assessment Questions by choosing appropriate terms in Higher Education in Science-An action research approach

Anjum Afrooze

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Abstract: The curriculum at General Sciences department in a middle eastern university includes “Physical science” for Computer Science, Information Technology and Business courses. Interior designing students also had to take chemistry as a General course. As science is not the major course, the instructors are often asked as to why the students are not offered a course related to their major instead of Science? As both the students and majority of the instructors are nonnative speakers, student cohort is not enthusiastic about the course, which makes student learning mainly by memorization. After observing undermined student performance for two semesters on the assessment test, which were made by mutual consent among science faculty by selecting questions from the test bank, the instructor was keen on modification of the way in which assessment questions were selected and framed. The instructor believed that the students understood the concepts but was disappointed to find wrong answers in the tests. This study is participatory action research, in which instructor designs effective ways in making the assessments, in order to enable students use their science knowledge to answer the questions and not be perplexed by difficult terminology in the question, which would make them less confident in understanding as to what is asked? The study is conducted through two semesters with a total of 250 students. The effectiveness of this approach is studied using questionnaire at the end of each semester and teacher observation. Major outcomes of this study were overall fostering of confidence in students, choice of correct formulae and laws, which lead to correct answering of questions and ultimately students achieving better grades than before and less number of failures. This process helped the instructor metamorphose into reflecting practitioner and also enquire into ways to modify practices to improve student learning outcome. This project also contributed to opening a path to discussions among the faculty, about making changes in related areas of the course material and eventually in the creation of better curriculum materials and assessment papers. However, refinement in the strategies could be done based on student cohort and instructors observation.

Key words: test bank, language proficiency, unambiguous questions, fair assessment

Lists in German Advertisement Slogans**Petra Bacuvcikova****Tomas Bata University in Zlin, Czech Republic**

Abstract: This study is a contribution to the discussion and analysis of the communicative practice list, and the three-component list structure in marketing texts. Based on empirical lists in advertisement slogans it deals with a description of the structure whose central point is the list. The study utilizes a corpus of recordings and/or transcripts taken from German TV advertisements. Its purpose is to explore which list types and functions can be recognized in the context of advertisement slogans as well as to discuss how marketing texts containing lists in foreign or second language acquisition can be used. Seven different subtypes of the practice list can be seen in the relevant corpus.

Key words: Conversation analysis, Advertisement, List, Communicative practice

The Influence of Hermetic Literature on Persian Traditional Literary Texts

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Abstract: A researcher of Iranian philosophy or Persian literature, especially in mystical fields, have often observed the highly eclectic characteristics in those works. Having a glance at the history of Iranian thought gives us many examples of an attempt at reconciling the various philosophical, religious and spiritual systems of the old Masters. My object in what follows is to draw attention only to one of the groups of eclectic Greek writings which, in my opinion, have greatly influenced Iranian thought, i.e. the Corpus Hermeticum. Hermetic writings are a good example of this attempt. For example, we can mention Persian classical poetry which is full of Hermetic elements, elements mixed with Islamic and Iranian beliefs. Of course, it's difficult to distinguish between these elements. It is derived from the historical study of the spread and development of the Hermetic writings in the East. Some of the aspects of this problem will be dealt with in this paper. I shall try to illustrate that influence by giving some evidence from Farsi literature, mainly in theological spheres.

Key words: Hermetic writings, Iranian philosophy, Persian literature, Influence of Hermetic Literature on Persian literary texts

Integral education – way to a better understanding of the world

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Abstract: 15 billions years ago there was Nothing. Now, after Big Bang we have everything: atoms, molecules, proteins, life, homo sapiens, many many perspectives. The aim of the integral education is to make new Nothing from everything. How to make it? We have mind and mind has the ability to construct perspectives: f.ex. thanks to our mind we can be in the past, present and future, inside and outside ourselves, in my mind and in others' minds. Thus, the aim of Integral education is to create non-perspectives view by constructing and mixing/melting perspectives, constructing and mixing/melting perspectives...This is a never-ending process. Wilber's integral theory claims that if an approach to education excludes any of the perspectives, it falls short of a truly Integral approach. By using integral approach we can deal more effectively with different problems: in culture, in education, in science, in medicine, in love, in society etc.

Key words: education, integral theory , multi-perspectives-view, constructivism, integral development

**The Status of Literature Courses
in Undergraduate and Graduate English Language Teacher Training
Programmes across Slovakia**

**Dagmar Blight
University of Trnava, Slovakia**

Abstract: The paper “The status of literature courses in undergraduate and graduate English language teacher training programmes across Slovakia” offers an analysis of literature courses represented in undergraduate and graduate English language teacher training programmes across Slovakia. In order to ascertain the compatibility of the available teacher training programmes, the paper will survey the number of compulsory and compulsory-optional literature courses, their credit value and weekly duration. Simultaneously, it will also examine the advantages and disadvantages of the current literature courses within the English language teacher training programmes. Finally, the paper will suggest further research needed in order to change the position of literature courses in English language teacher training so as to comply with the European Commission Directorate General for Education, Youth, Sport and Culture recommendations concerning a certain degree of overlap across Slovakia.

The paper presents partial results of the research project KEGA 055-UKF-4-2016.

Key words: literature course, undergraduate, graduate, English language, teacher training programme, single major, double major

**Language Learning Platforms and Online Websites in Europe:
Partial Research Outcomes****Michal Bodorík**
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Abstract: Many languages are spoken worldwide and people try to learn them for various reasons: education, work, business, entertainment and other occasions. In this regard language learning has become a crucial part of everyday education. As a result of this situation certain websites, language platforms and online providers offer online courses for basic or complex information and knowledge about particular foreign languages. This paper discusses research that was conducted within the EnetCollect Action which approaches the major European challenge of fostering the language skills of citizens regardless of their background. Within this action a group of researchers has focused its attention on those online websites that provide free language courses, lessons, materials, tasks that any language learner can use to his/her advantage. The presented paper discusses the process of data collection, the orientation of the research's main scope and explains what the analysis of these websites has already revealed. Closer attention is paid to the languages that are spoken in the countries of the European Union which participate in the EnetCollect Action. The analysis surveys the content of the mentioned websites and categorizes them from a foreign language education point of view. It gives a better glimpse into their structure, language skills, activities and the levels that are provided.

The paper presents partial results of the research project KEGA 055-UKF-4-2016.

Key words: EnetCollect Action, Foreign Language Education, Online Language Platforms, Online Language Websites

Andrić's (Magic) Realism in the Novel *The Bridge on the Drina*

Marijana Bošnjak & Tina Varga Oswald
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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.

Key words: Ivo Andrić, magic realism, Austro-Hungarian Monarchy

**The Specificity of Forming the Students' Hypertext Competence
in the Multimedia Environment
of the Foreign Language Network Segment**

**Helena Bourina & Larisa Dunaeva,
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University, Russia**

Abstract: At present, there is a need to teach language university students a foreign language as a comprehensive means of communication, taking into account new forms of communication based on electronic hypertexts, when a high level of proficiency in the language is required. Hypertexts are an informative and communicative environment in which the language is realized and where thanks to the text it is possible to effectively solve the problems of forming the students' linguistic and communicative competence. The foreign segment of the hypertext network is a specific interactive learning environment for the implementation of cognitive activity. Here the student can compensate for the lack of knowledge on certain topics and lack of preparedness in the field of specific interactive activities, for which a whole range of linguistic and psychological-pedagogical knowledge is needed. Such work contributes to the preparation of the student for contact with another culture and adequate speech behavior in its conditions. The content of the hypertext competence formation in a virtual environment is a set of systematized knowledge, skills and competences, a certain level of understanding a hypertext, which represents a complex of categories identified in images and concepts. It is assumed that the student acquires knowledge of the language and culture of the studied language through assignments and communication with communication partners, and then he will use this knowledge. Communication is necessary for us to plan classes, to teach by using multimedia, hypertext and interactive network aspects; to improve the level of knowledge of students. Communication in the network becomes a educational activity, a communicative process. We imply the specifics of the hypertext competence formation, intermediate hypertext communication, about the features of electronic discourse in multimedia, interactive, hypertext space, since foreign segment of the network plays a special role of the leading source of knowledge as the main educative resource and the sphere of foreign language communication. The learning of a foreign language in the network is facilitated by the informational, authentic orientation of hypertext materials, communication with the native speakers of the studied language, where reading, writing, comprehension (translation) become the main learning objectives. Hypertext competence helps the student to understand problematic

social processes, to use analytical knowledge in relation to himself and his actions; to master analytical thinking. Due to the experience of selective choice, the student can be protected from information "flood". The process of participating in hypertext communicative interaction, in addition to communication as such, also includes an active search for a textual solution to the goals and tasks set, the creation of stable learning interests, and the situational interest of the participant, which ultimately forms motivational attitudes that develop the information culture. The use of hypertext communication makes it possible to significantly increase the educational and scientific activity, encouraging students to continuous creativity. The student can orientate him- or herself in the online materials for the purpose of education and learning a foreign language, interactively or not interactively, using all kinds of texts, the ability to work with information, to receive, to process, to send; the ability to work with online texts, hypertext in all multimedia presentations, to understand them, to find the necessary information, to be able to analyze them, to understand the dialogue language of texts. On the basis of hypertext, network communication is brought into action. During this process the student gets multimedia, interactive, hypertext "network products". In the learning environment, there are metacognitive, cognitive, social and compensatory strategies. To prepare the student for work in an interactive network, it is necessary that in the learning process there is a constant use of new technologies in all parts of the learning activity. This will provide the student with a more active approach to the independent study of a foreign language and online interactive communication, since the process of learning takes place in cooperation with the teacher and with the speakers of the language being studied. To prepare the student for work in an interactive network, it is necessary that in the learning process there is a constant use of new technologies in all parts of the learning activity. This will provide the student with a more active approach to the independent study of a foreign language and online interactive communication, since the process of learning takes place in cooperation with the teacher and with the speakers of the language being studied.

Teaching Intercultural Communication to Students of Russian Universities

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Abstract: Russia is an active participant in the process of globalisation and integration of modern society. An important role in the process of expanding interaction between representatives of different cultures is given to intercultural communication, which is today viewed both as a science and as an educational discipline of integrative type. The changes in educational policy are closely related to the changes in society. The changes in society led to the modernisation of requirements for universities and the growing interest in the problem of teaching intercultural competence. One of the tasks of higher professional education is the introduction of a competence-oriented model of education, in which teaching intercultural communication is one of the priorities. In order to be able to effectively realise themselves, and to be ready to solve problem situations in the process of intercultural interaction, students should be trained based on the following methodological approaches: culturological, systematic, integrative, personally-active and competent. Teaching a foreign language to students cannot be effective unless there is a unity of language and culture. The foreign language class is a crossroads of cultures and practice of intercultural communication, as each foreign word reflects the foreign world and culture. It is necessary to go through acculturation, that is assimilation of the elements of another culture by a person who has grown up in a different culture. E.M. Vereshchagin offers a typology of acculturation: initial; advanced and final. For the successful implementation of intercultural communication knowledge of the rules that are characteristic of the target speech behaviour is not sufficient. It is necessary to have a close connection with the traditions of one's own speech culture, as it directly influences the development of bilingualism. Studying intercultural communication implies a pronounced dialogical character of a class. The concept "dialogue of cultures" is an interaction of different worlds, the exchange of opinions between representatives of different cultures. A special role in intercultural learning belongs to a learning game that promotes the acquisition of new knowledge and the formation of foreign language skills and abilities; motivates students and positively influences language acquisition; widens students' horizons; develops their creativity and thinking; promotes the development of intercultural competence; helps orientation in a specific situation and encourages the use of necessary verbal and non-verbal means of

communication; compensates for the lack of practice in using a foreign language; makes the foreign language lesson closer to real life conditions. In the process of teaching a foreign language, it is necessary to instil in students a love of the target country, its culture, history and traditions. Studying a foreign language in class is, in fact, a dialogue between two cultures. In the process of intercultural communication, discovering the culture of the country, its history, customs, national peculiarities along with the language enables the student to assimilate into the "alien" culture, and it ceases to be unfamiliar.

Key words: intercultural communication, teaching a foreign language, speech behaviour, acculturation, knowledge, national mentality

Engaging Students in Dialogical Instruction via a Talk Triangle

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Abstract: Dialogic Instruction (DI) is used as an instructional design and practice that provides students with frequent and sustained opportunities to engage in learning talk about various issues, and such instruction intends to get students critically engaged with each other's ideas. This presentation reports the use of a talk triangle (TT) as a dialogical tool to explore how Taiwanese EFL (English-as-a-Foreign-Language) university students engage in TT and how such students perceive TT as a medium to enhance their dialogical ways of talking and thinking. TT is usually carried out in groups with three roles, speaker, questioner, and observer. Each student is given a card that names their role and reminds them what to do. After the conversations, the three assess the quality of the talk. The students then switch roles and begin with a new text. Fifteen students volunteered to take part in this study, and were taking an elective course entitled "Reading and Discussion" when this study was conducted. This presentation first explains the instructional procedures of TT, and then two types of data, students' journal responses and oral interviews, were used to gauge how these students perceived TT as a medium to enhance their DI practice, and what problems they encountered in the process of practice. Some pedagogical implications generated from this work are also addressed.

Key words: dialogical instruction, a talk triangle, EFL

**Culture Component and Its Understanding
in Foreign Language Teaching****Ivana Cimermanova
University of Presov, Slovakia**

Abstract: If we accept the language definition as „a symbolic system in which a series of sounds make up words to represent an idea, object, or a person and eventually becomes a medium through which we speak individualistic vs. collectivist cultures“ than we have to admit that culture should be an important part of foreign language learning. It is often determined as the fifth language skills. Language and cultures are intertwined and many communication misunderstandings and problems are due to non-language issues. The article brings some recommendations how to use culture to motivate learners, how to use big C and little c culture to help learners learn language. The paper also brings some examples of materials designed for students of primary, secondary and tertiary levels based on literature and visual arts.

Key words: language teaching, culture, literature, visual arts,

Researching Academic Biliteracy Practices in Language Professor-Researchers through Narrative Frames

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Abstract: Narrative enquiry has gained popularity in recent years in Social and Human Sciences since narratives allow the study of subjectivities and experiences of individuals as well as groups that share certain characteristics. Some authors have proposed this type of research to explore teachers' professional development. This presentation reports the results of a research project which held as an objective to describe academic biliteracy practices in language professor-researchers from three Mexican higher education institutions with the use of the narrative frames.

The technique of the narrative frames was employed, in this case, to gather professors' narrations that best describe their biliteracy practices. The narrative frame used is a written skeleton template with a series of sentence starters mainly, with the allocation of space that required participants' completion in order to build a continuous story for posterior content analysis. The instrument consisted of two thematic parts. The first one reported on language choice preferences for academic literacy practices, as well as the reasoning behind those, including publications, citations, the use of references for reading and writing, presentations in congresses, alternating use of two languages or code-switching practices in presentations, communication with colleagues etc. The second part of the narrative frame focused on biliteracy practices in the classroom where the preparation for lesson presentations, language use in the classroom, including the teacher-student, student- teacher, and student-student communication, and in the class related e-mails were contemplated, among other topics.

The study allowed us to acknowledge that the preferred language to publish is Spanish, followed by English and French. When consulting literature, the professors' do it almost exclusively in English, and it is the same language that prevails in their bibliographical references. In as much as citations from sources in different languages, some always translate, while others prefer to maintain the quotation in the original language. The tendency to translate is more pronounced for academic publications and presentation in congresses, while in classroom presentations they maintain the citation in the original language, usually Spanish or English. In the classes, the majority alternates the use of languages, depending on the nature of the subject. In general, language professors display favorable

attitudes toward code alternation and code-switching in the classroom and in the professional sphere.

The use of the narrative frame has been proven a useful format for gathering the insight into language university teachers' biliteracy practices, enabling the participants to follow the guidance of the frame for re-telling and reshaping their experiences as well as it allowed us to obtain the content we needed to explore in pursuit of our research purposes.

**Education and upbringing as parts
of the culture of society****Jan Danek****University of Ss Cyril and Methodius in Trnava, Slovakia**

Abstract: Education is, together with science, literature and art, the expressive part of culture of every society as the demonstration of the solicitude of society about a man and with this reality created the solicitude of individual to society too. Education and upbringing have influence not only on knowledge, but on behaviour of people in social conditions because respect to laws and norms of interpersonal cooperation between people means demonstration of social culture in concrete country. From this reason the quality of education and upbringing brings not only expressive interpersonal contacts, direct communication, better relationships between people with different social position, religion, conviction, work, nationality or personal orientation on the base of mutual understanding and tolerance. Not only in relationships between people, but in relationships of people, as individual or groups, to nature as the most important base of the life on the Earth too. In this sense will the article deal with analyse of essential coherences of the education and upbringing in application to life of individuals, groups of people and society in sense of the measure of responsibility and dignity of every man.

**The bases of postmodernism
in Harold Pinter's play "The Homecoming"**

**Salome Davituliani
Georgia**

Abstract: The modern world, in which we live, is regarded as the period of postmodernism. In this period it is hard to perceive the reality in a right way. So are Harold Pinter's plays. The reader/audience can't say what about they are exactly. Mostly they are somewhere between reality and absurdity. Based on his writings, he is considered to be, one of the first postmodernist author. Depending on Jean Baudrillard we can say that Pinter's plays are "a world of simulation". The simplicity of the dialogues makes the feeling that the play is easy to understand, but after reading/watching all the relationships between the characters you feel a bit confused. Nothing is real, and exactly this is reality of their world, not to be real. And not only the relationships, but the characters themselves do not know who they are in reality and it is hard for them to identify their own personality.

As it has been already mentioned above, in Pinter's plays, we can easily find the elements of postmodernism. In the given papers this idea will be expressed depending on the play "The homecoming", where Pinter presents us so called "family", the group of people, and shows us their emptiness from the family relationships. Even relationships between father and sons, and wife and husband are not real. All this are presented with the very simple language and this is also the important characteristic of the postmodern world, also the difficulty of understand each other, and almost meaningless words. Characters are afraid of revealing their own worries to others. Pinter shows us the philosopher who does not say any word about philosophical ideas and he presents how the daily elements are ritually transformed. Pinter uses other forms of communication such as pauses and silences, in a manner typical of postmodernism. There should be also noted that "the homecoming" the title itself, makes the reader/audience confused, the expectation about perceiving the title at the beginning does not coincide the ending part.

The aim of this paper is to highlight the key elements of postmodernism in Harold Pinter's play "The Homecoming" and to show us once again, that Pinter is interesting figure with his writings in our postmodern world.

Key words: postmodernism, reality, meaningless, Harold Pinter.

The Women Image in Mahmoud Darwish Poetry

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Abstract: Mahmoud Darwish is one of the thinnest poets of passion and their songs in the history of modern Arabic poetry, he is - undisputed - the poet of the Palestinian cause first, but on the other poet of the first woman, it has a large area in his heart and literature. The first stage of youth and the aesthetics of poems "Love under occupation", the second phase of the apology and the aesthetics of poems "Love in exile", and the third stage of meditation: The aesthetics of poems Love to death. The first phase begins from the beginning of Darwish Poetry in 1960 until his departure from Palestine in 1970, in which his heart burned with enthusiasm and love, and overlapped with his first poems, he wrote poetry in women and homeland. The second stage is divided into two parts:

A - Beirut phase, and start from joining the ranks of the Palestinian revolution and until his departure from Beirut, from 1972 to 1982.

B- Paris phase Which began with the dispersal of the Palestinian resistance factions until some of them returned under the Oslo agreement, from 1982 to 1994, during which Darwish moved between the capitals of the world, but Paris was the favorite place.

The researcher finds that the stages of Beirut and Paris are the most important stages of Darwish's literary life. His reputation has spread to the extent that the editions of his books are running out of markets in a few days. And expanded his experience and deepened his culture in the national work in Beirut by engaging in the trenches of the front rows of resistance, was the presence of the subject of women slightly. The third stage is the stage of meditation, wisdom and beauty. It begins with the return of the poet to live in Ramallah in 1994 until the date of his death on 10/08/2008. This is the stage of return and return. He returned to his homeland, where "women" occupied his language after it was present, and strongly, but related to the conflict, and engaged with him in the resistance.

Key words : poetry, Darwish, literature, Image, woman.

**Language Revitalization
of a Specific German Minority in Slovakia**

**Simona Dujková, Dušan Fedič & Monika Hornáček Banášová
University of SS Cyril and Methodius, Slovakia**

Abstract: The article focuses on the research of the unique German dialect in Slovakia used by Huncokars, who inhabited the territory of southwest Slovakia in the mountains of the Small Carpathians. They came to the territory of Slovakia in several waves, probably from today's Bavaria. Nowadays, their offspring still live in these localities. This group has not been the subject of any systematic research and scientific interest of Slovakia mainly due to the political situation and the unregulated rights of minorities in the 2nd half of the 20th century in Slovakia. The aim is to revitalize the Huncokar dialect, the culture and the identity of the current members of the community. These people have a very limited knowledge of Huncokar's dialect. Several older descendants of the original Huncokars are able to speak fluently in this dialect. The partial aim of the project is to compose a textbook for a small circle of users, descendants of the original Huncokars who are interested in the historical and ethnological context as well as learning this dialect. The target group of this textbook is younger descendants of the Huncokars who know just little about the dialect. This textbook aims to educate readers about this dialect and convey knowledge of older generations of Huncokar's descendants to the younger ones.

Key words: German minority, language revitalization, textbook design, special didactics

**Putting Feelings into Words:
Do Moroccan EFL Learners Describe Feelings Based on Visual Stimuli
as Native Speakers of English?**

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Abstract: Human emotions have been studied from different perspectives in various fields including linguistics, psychology, philosophy, and anthropology. Cross-linguistic research on emotion shows that there are similarities and differences in the conceptualization of emotions across cultures. Studies in linguistic anthropology, as well as cultural psychology have enabled us to trace the source of cross-cultural differences in emotions. In particular, cultures differ in values they assign to certain emotions, antecedents that give rise to emotions, appraisal, emotional intensity, display rules and regulation.

Thus, emotion terms of a language seldom have exact equivalents in other languages. For example, in English, whose emotion lexicon has extensively been studied by means of comparison with other languages, emotion categories such as 'sadness' or 'anger' are highly relevant to the speakers of this language and they are, therefore, culture specific. On the other hand, there are emotion concepts that are not lexicalized in English as is the case, for example, with the German word "*Schadenfreude*" (Pleasure derived by someone from another person's misfortune). Moreover, it is also reported that other languages do not have lexical and conceptual equivalence of English basic emotion terms, such as 'happiness,' 'fear,' 'surprise,' 'sadness,' 'disgust,' 'depression', and 'anxiety'.

Considering the languages investigated in this study, differences in the conceptualization of emotions between English and Moroccan Arabic are likely to be greater since both varieties belong to distinct cultural dimensions, namely individualism and collectivism. Findings of a comparative study (El asri, in press), that involved fifty English emotion terms, revealed that Moroccan Arabic has near equivalents, partial equivalents, and no equivalents of these terms. Accordingly, it was hypothesized that Moroccan learners' description of feelings in English would be facilitated by similarities between L1 and L2, but it would be hindered by differences. In other words, in the scenes that involve the use of near equivalent terms, the learners would use emotion terms as native speakers; but it would be difficult for them to perform as native speakers in scenes that involve emotion terms with partial or no equivalents in L1.

To verify this hypothesis, two footages were used as visual stimuli. Responses were collected from a total of 181 participants: 60 native speakers, 58 advanced

ESL learners, and 63 intermediate EFL learners. The participants in each group were asked to watch the two footages and describe how the actors feel at some suggested scenes by using one emotion word.

The results revealed that advanced Moroccan learners of English had rich emotion vocabularies and many of their lexical choices approximated those of native speakers. They nevertheless continued experiencing difficulties in describing the emotions of others and, consequently, differed from native speakers of English in some of their lexical choices. These difficulties are manifested, as we hypothesized, in the use of some emotion terms that have partial equivalents and no equivalents in the learners' L1. Based on these findings, some pedagogical implications are suggested.

Key words: acquisition, culture, emotion terms, lexical equivalence.

Negotiating Language and Identity in Qatar's International Branch Campuses

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Abstract: This paper provides a critical discussion of Qatar's international branch campuses (IBCs). I examine the on-the-ground realities of Qatari students who must constantly negotiate their identities as they shift back and forth between IBCs and their local communities. I draw on triangulated data from 90 students via questionnaires, interviews, focus groups, and classroom field notes, collected as part of an ongoing longitudinal study examining the linguistic and educational experiences of Qataris studying at IBCs. I discuss how students both embrace and resist elitism and their identities as IBC students, in ways that echo Qatar's zigzagging national education policies and rhetoric about the prestige of the IBCs while also increasingly pushing Arabization policies. On the one hand, students buy into neoliberal policies that Western-oriented and English-medium education is better and exhibit tremendous pride that they are IBC students. On the other hand, students are careful to avoid being seen as showing off or as too Western, and purposely downplay their English language abilities in their local communities in various ways.

Key words: Language and identity, international branch campuses, Qatar

The Effect of Electronic-Learning, Cognitive Strategies-Based Instruction, Meta- Cognitive Strategies-Based Instruction and Traditional (3Ps) Method on the Students' Motivation for Learning English as a Foreign Language

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Abstract: The current research aimed to study the effect of e-learning, cognitive strategies-based instruction, meta- cognitive strategies-based instruction and traditional (3Ps) method on the high school first graders' motivation for learning English as a foreign language in the deprived areas of Hamedan province, Iran. The research followed a quasi-experimental method, designed to be administered in unequal groups. To this end, 8 classes were chosen from two deprived areas and were divided into 4 male and 4 female classes. 116 subjects participated in the pre-test reducing to 101 participants in the post-test. On average, there were 12 or 13 students in each class. The instrument used for data collection was a motivation questionnaire for learning English (Dornyei, Magid and Poppy, 2009). After the administration of the questionnaire and pre-test for all the groups, the treatment continued for eight sessions and was followed by the post-test. The results of univariate covariance revealed that the four methods affected the participants' motivation differently. With references to the means, it could be mentioned that e-learning and cognitive strategies-based instruction had higher effects on their motivation. It was also found that gender as a mediator variable did not play a significant role in this regard.

Key words: cognitive strategies, e-learning, English, meta-cognitive strategies, motivation

**The Influence of Katutubong Paaralan ng Jose P Laurel
to the Enrichment of Dumagat's Mother Tongue
in the Perception of the Teachers**

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Lyceum of the Philippines University in Manila, Philippines**

Abstract: Philippines holds such great cultural diversity by having an estimate of 14- 17 million Indigenous Peoples (IPs) belonging to 110 ethno-linguistic groups. However, in the Philippines indigenous people are experiencing deprivation of access to quality education which is a major factor contributing to social marginalization, poverty and dispossession.

On the other hand the Lyceum of the Philippines COSeI ADHIKA (Arugain and Dakilang Hiyas ng Kalikasan at Katutubong Karunungan) is one of the non-government organizations that struggles to help the Dumagat, which is one of the indigenous people in the Philippines through supporting their educational needs by establishing the Katutubong Paaralan ni Jose P. Laurel. One of the main priority of the school is to encourage the usage of the Dumagat's mother tongue. In connection to this, the researchers of this study interviewed the Dumagat teachers and observed the Dumagats in order to identify the importance of language to the Dumagats's culture as well as to analyze the changes and influences made by the integration of JPL elementary school specifically to the language of the Dumagats

Keywords: Indigenous people, Dumagat, perception, language, education, teachers, LPU

**An Analysis of Cultural Identity in the English Translation
of Selected Literary Works by Lithuanian Authors**

Inga Janaviciene

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Abstract: The presentation aims to discuss the rendering of cultural identity, as per Stuart Hall's (1996) definition of the term, as 'those aspects of our identities which arise from our "belonging" to distinctive ethnic, racial, linguistic, religious, and, above all, national cultures' in the English translation of selected literary works, two literary essays, by contemporary Lithuanian women writers, Giedra Radvilavičiūtė and Birutė Jonuškaitė. The analysis places itself at the intersection of cultural and translation studies. One of the foci of analysis is the probing into the meanings of cultural identity re-presented in the source texts. Another is investigation of the target text for strategies employed in rendering the constituents of cultural identity signified by the source text. For the discussion of the latter aspect, the paper draws on Hatim and Mason's (1990) work on the relationship between translation and ideology both as the ideological perspective recreated in the target text and the status of authors of the source texts. As a side focus, the presentation will draw attention to the generic specificity of the essay genre in the source language literary tradition.

Stuart Hall, 1996, 'The Question of Cultural Identity', in *Modernity: An Introduction to Modern Societies*, eds. Stuart Hall, David Held, Don Hubert, and Kenneth Thompson (Malden, MA: Blackwell, 2008), 596.

Key words: cultural identity, translation, ideology, genre.

**The Issue of Medical Students' Willingness
to Communicate in ESP Classes**

**Giti Karimkhanlooeei
Zanjan University of Medical Sciences, Iran**

Abstract: The foundation stone for language learning is being able to communicate. While some learners continue to be more aware of the numerous effects of communication, a large number of learners still prefer to remain reticent. Willingness to communicate(WTC) has been a matter of concern for many researchers over the past decades. This concern has brought about outstanding findings germane to numerous facets. WTC is a multifarious construct in which variety of variables play interwoven roles. Affective factors such as attitudes, anxiety and motivation have a surviving role on language achievement and proficiency (Yashimin 2002). Numerous variables intrude a person's WTC, such as dreadfulness to speak, the problem of self-image alongside with issues such as introversion and extroversion (Mackrosky 1992). Previous studies report that in Iranian context while students have linguistic competence, they remain silent. A reason may be feeling incompetency to speak (MacIntyre 2000). The other reasons may be teacher's role as well as personality problems. There is little research on the willingness to communicate in medical English contexts. In view of facts and previous research, in our medical English classes, we face double dilemma. On the one hand, less proficient students communicate in English, while remarkably proficient students may not be willing to communicate. This research might be the first of its kind to carry out this issue in a medical context. The ultimate goal was to find out the reasons in English medical classes and then via putting forward some suggestions, increase the willingness to participate, either as the result of some changes in classroom management or proper attitudinal changes. 100 students took part in this study who were majoring in one of the subfields of medical fields, namely dentistry, medicine and pharmacy. All the examined variables were found to cast a barrier on L2 communication. The results indicated that affective factors may prevent students WTC. Therefore, it is the task of instructors to create a situation void of anxiety to invoke learners to talk and not feel shy.

Key words: Willingness to communicate, English for Specific Purposes(ESP), Medical Students, Communication

**Multilingualism as an Impediment
to Effective Teaching and Learning of English Language
for Sustainable Development in Nigeria**

**Mohammed Baba Kolo
Niger State College of Education**

Abstract: Nigeria is a multilingual country with a complex communication network consisting of so many languages. Of the entire heritage left behind in Nigeria by the British at the end of colonial administration, probably, none is more important than the English language. It is the language of government, business and commerce, education, the mass media, literature and much of internal as well as external communication. This paper x-rays the effects of multilingualism on effective teaching and learning of English language in Nigerian classroom situations. It discusses the inherent problems and difficulties the teachers and the learners encounter in a multilingual classroom situations such as mother tongue interference, complexity of the target language, and possible ways to overcome these difficulties are suggested which include teachers should deliberately adopt pedagogical strategies to accommodate the learners' multilingual and multicultural background, they should use teaching procedures that will suit the yearnings of the Nigerian learners of English language and continuous retraining of teachers should be encouraged to update their knowledge in teaching.

Key words: Multilingual, multicultural, English language, classroom situation, teacher, learner and sustainable development.

**Place, Region and Ethnicity and/in Hawaian Literature:
Kiana Davenport's *Shark Dialogues* (1995)**

**Jaroslav Kušnír
University of Prešov, Slovakia**

Abstract: Instead of currently fashionable notion of “displacement”, the title of this conference implies rather an essentialist understanding of place and its connection with a formation of both local and cultural identities understood as firmly rooted in a particular place and space. In this sense then, a notion of place can be understood as closely connected with a notion of a region implying not only geographical, but especially cultural specificity of such a place which have been depicted in what is often called “regional literature.” In American literature, they are especially the American South and the West which have often been understood as probably the most specific regions forming an important enrichment of American literary canon. Because of its political, historical and cultural complexity, Hawaian literature written in English has been understood mostly, although not exclusively, as either specific American regional literature or as part of Asian-American literary canon. This understanding of Hawaian literature is close to the essentialist concept of place which is, in both human geography and literary theory juxtaposed to the postmodern understanding of place, especially in the context of globalization when particular places are understood as rid off their specificity, as placeless and rather neutral (Augé, Soja, etc.). This paper will point out and analyze a position of Hawaian literature in the context of both essentialism/regionalism and of postmodern and more recent understandings of place in a globalization context. At the same time, the paper will analyze Kiana Davenport’s novel *Shark Dialogues* and the way it expresses both a specificity of Hawaian cultural identity and its problematization in the context of both globalization and more recent theories of place understood as entities rid of their specificity because of the influence of the capital and technology. The analysis will focus on the way Davenport depicts a complicated nature of Hawaian cultural identity from the perspective of their historical rootedness in place connected with native Hawaian culture as well as from the perspective of later and contemporary influences of Asian and American cultures on the formation of a complexity of Hawaian cultural tradition.

Key words: Hawaian literature, place, region, space, ethnicity, cultural identity, postmodernism

**Foreign Language, Foreign Self: Exploring the Impact
of Foreign Language acquisition on the “Moroccan” Identity Focus Group
(Proficient Moroccan speakers of English as a FL)**

**Majda Layek
University of Mohammed V in Rabat, Morocco**

Abstract: The goal of the present research project is to test the long debated hypothesis claiming that people who speak different languages possess different selves when switching from their native language to a foreign language on the Moroccan linguistic landscape. This study purposely decontextualizes the hypothesis to eliminate the problematic variable of belonging to the physical culture of the foreign language in use, as recommended in earlier research, in the aim of understanding whether it is foreign language itself, or is it its culture which obliges the bi/multilingual individual to create a “foreign” identity adapted to its thoughts’ patterns and behavioral system. Participants, who are a group of proficient Moroccan speakers of English as a foreign language, mainly belonging to Masters’ and PhD programs in English departments across the country, as well as teachers of English as a foreign language who have studied English for at least five years to fulfill the proficiency criteria, will be answering questions in structured interviews carefully designed according to previous studies and future recommendations serving the overall purpose of this study. Though the project is still a work in progress, data collected so far from the structured interviews which contribute to the making of a short documentary demonstrate that Moroccans do experience self- duality when switching from native to foreign language. As language and identity are re-occurring concepts in almost every academic field, the overall project tests the claim which links acquiring a foreign language to acquiring a “foreign” vision of the self in specific and the world in general, and confirms the application of such hypothesis on proficient Moroccan speakers of English as a foreign language within their own native cultural settings.

Key words: language, identity, culture, native, foreign.

Differentiated Assessment in Second-Language Speaking Classrooms: An Investigation of Student Perceptions

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Abstract: Current educational trends reflect the change from homogeneity to multiplicity in student populations. Whereas standardized tests are often used as assessments-of-learning, numerous L2 educators have advocated using differentiation as an assessment-for-learning approach considering students' distinct aptitudes, learning styles, and academic achievements. Differentiated assessment, guided by the principles of varied tasks, learner choice, and ongoing assessment, is intended to provide students opportunities to demonstrate their skills and thereby enhance their learning motivation and efficacy. However, its potential pitfalls include learner perceived unfairness and lack of validity, which could lead to negative backwash.

In this study, a set of three-tiered differentiated assessment tasks for L2 speaking classrooms was developed and examined using four research questions: (1) How do learners perceive the assessment regarding its validity, fairness, and backwash? (2) Do the perceptions vary because of group learning orientation (GLO) and proficiency levels? (3) Is there an interaction effect of GLO and language proficiency level on learner perceptions? If so, what is the cause of the interaction? (4) How can the assessment construction be improved?

In the first phase of the study, it was determined that the language tasks would be designed as formative assessment for mixed-ability L2 classes with students ranging from A2 to B2 levels. The assessment was developed using a nonlinear, recursive process of consulting expert opinions and student feedback and making revisions. In the second phase, learner perceptions of the assessment were investigated. Quantitative and qualitative data were collected by administering questionnaires to 300 university students in Taiwan; 6 participants were interviewed. Descriptive analyses, one-way and two-way analyses of variance, simple effect analyses, and content analysis were conducted. Overall positive perceptions of the assessment validity, fairness, and backwash were observed. Because perceived fairness and the face validity of an assessment produce beneficial backwash, these findings indicate that using differentiation in formative assessments can facilitate language development in a mixed-ability L2 speaking class. Carefully examining the subgroups with distinct learning profiles revealed that the level of GLO and English proficiency affected learner perceptions. The low-proficiency students exhibited particularly positive attitudes, whereas the weak-

GLO students exhibited reserved attitudes regarding validity and backwash. The higher-proficiency students with weak GLO also demonstrated reserved attitudes regarding backwash. In sum, differentiated assessment, although different from standardized tests regarding purposes, assessment construction and grading, requires recursive, rigid development processes and careful considerations of numerous factors to ensure validity, maintain fairness, and create positive backwash in learning.

Key words: differentiated assessment, classroom assessment, speaking assessment, second-language education

Translation and Communicative Competence in Foreign Language Education

Xenia Liashuk
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Abstract: The paper provides a critical overview of theoretical premises which have been constituted to justify the re-introduction of translation activities and exercises into the post-communicative foreign language teaching paradigm. The reconsideration of the role of translation in the development of foreign language proficiency stems from the recognition of the pitfalls of its limited application in the traditional grammar-translation method with its prescribed fixation on form, principle of one-to-one correspondence between source and target morphosyntactical structures and detachment from natural oral and written text production. The paper further discusses the notion of pedagogical translation, its distinction from translation proper in the current research paradigm and the possibilities of applying both of them in classroom settings. Theoretical considerations are supported by empirical evidence derived from peer-reviewed studies published in the last decade, which help to map the scope of current and prospective use of translation activities in foreign language education.

Key words: translation, foreign language education, communicative competence, post-communicative teaching

**Beliefs on Writer Identity in Academic Writing:
A Case Study of Ukrainian and Austrian University Students**

Inna Livytska

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Abstract: To become a successful participant in the academic community, students must learn the norms, standards, procedures, and linguistic forms that constitute academic discourse. However, it is rare for a discipline's expectations and requirements to be overtly discussed or taught, although the research has demonstrated that there is a persistent gap between a staff and student expectations and standards in this domain. In this article, we focus on academic writing, one component of academic discourse. Furthermore, we consider students' knowledge, skills, and related affect) on S/FL English language and literature students' (self-reported) knowledge of what constitutes academic writing and writer identity, their comfort discussing it, and the role this has in their perceptions of themselves as writers.

Distinction between "declarative" and "procedural" knowledge, /re/confirmed by the analytic review of relevant research resulted in the following conclusions: 1) EFL/L2 students are generally not aware of the genre aspect of the L2 writing; instead they tend to consider their level of the English language grammatical and lexical competence (linguistic skill) as a prerequisite of their English writing ability; 2) L2/EFL students' performance of the written tasks demands higher order cognitive skills and rhetorical patterns, considerably different from their native language (L1), that causes considerable constraints in accessing "short-term working memory" information and leads to writing as a "knowledge telling" process, prevents them from fully controlling their writing and forming their academic writer identity (Ivanic, Clark&Rimmershow 2000).

Key words: academic discourse, writer identity, beliefs, cognitive skills, rhetoric patterns.

The Ethnic Group of Huncokári in the Subject Matter Education

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Abstract: Huncokári (note: Slovak word derives from the German “Holzhauer” – woodcutter) was a group of German woodcutters who came to the area of White and Little Carpathians in the 18th century. Despite the fact they are part of the Slovak history, they did not receive sufficient attention from the point of view of regional education in the school environment and have not yet been the subject of systematic scientific interest. Transmitters of social and spiritual culture are, in particular, descendants of Huncokári living in Modra, Pezinok, Malacky, Častá and Piesok. Descendants executing the teaching profession have a special status. The paper deals with the ethnic group of Huncokári and its position in the subject matter education of history and other courses. Analysis of the questionnaire for the teachers, incorporated in the paper, aimed at finding evidence of the ethnic group Huncokári and its use in the teaching process.

Key words: Huncokári, Teacher, Teaching, State Education Program, History

Literary Representations of the Hospital Setting in American Literature

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Abstract: Each national literature is the mirror of its society, and therefore it reflects the historical context, the spirit of the age and the nation's unique mindset. Hence, literary representations are directly associated with people's beliefs and views on a particular phenomenon. The present research is the first scientific effort to study the literary depiction of the hospital setting in the U.S. prose writings of the 20th – 21st centuries. We analyzed the corpora of American prose set in hospitals (works by Francis Scott Fitzgerald, Ellery Queen, William S. Burroughs, Ken Kesey, Erich Segal, Sidney Sheldon, Richard Hooker, Allen Richard Selzer, Samuel Shem, Stephen King, Susanna Kaysen, Tess Gerritsen, Michael Stephen Palmer, Robert Brian Cook, Chris Adrian and others). We used the methods of narratological analysis, receptive aesthetics and hermeneutics, which allowed us to discover the peculiarities of the literary locus of the hospital in the U.S. prose. The analysis of literary representations of the hospital in the American literature enables us to comprehend the cultural peculiarities of its perception and attitude towards this institution in the U.S. society.

Key words: medicine in literature, locus, narrative strategy, narrator, physician, patient.

**Research of Word to Syllable Analysis
in Preschool Age Children**

Monika Máčajová

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Abstract: Initial phases of reading and writing instruction are oriented on technical accuracy and fluency. However, reading and writing instruction begins in the 1st class of primary school, the role of kindergarten is to prepare the child for all activities which are precondition of reading and writing acquisition. In the context of the topic, the focus is put on analytical activities at the word and syllable level, which are basis for reading and writing instruction through sound analytical-synthetical method. Submitted theoretical-empirical study presents research results from children in preschool age in Slovakia. Research was realized at 866 respondents at the age of four to seven years. It was focused on child's skill to analyse stimuli words and syllables. These results are part of the larger research oriented on development of a complex tool for evaluating level of phonemic awareness. The paper is the outcome of the VEGA project no. 1/0637/16 entitled The Development of the Diagnostic Instrument for the Assessment of the Level of Phonematic Awareness of Pre-School Age Children.

Key words: auditory analysis, auditory synthesis, sound analytical-synthetical method, phonemic awareness

Is Everything New Good? Is Everything Old Bad?

Gabriela Magalová
University of Trnava, Slovakia

Anotácia: Príspevok vo svojom názve dostatočne naznačuje zámer predkladaného textu otvoriť otázky o potrebe a funkčnosti implantácie inovatívnych metód do hodín literárnej výchovy na základnej škole. Nevyvracia tézu o ich regulárnosti a účinnosti vo vyučovaní literatúry, kladie však otázky, či nadštandardné preferovanie inovatívnych metód, ktoré súčasná moderná škola vyžaduje často na úkor tradičných metód, vždy vedie k žiaducemu vzdelávaciemu výsledku.

Kľúčové slová: inovatívne metódy - tradičné metódy - literárna výchova - práca s umeleckým textom

**Effectiveness of Mobile Device Testing (MDT)
in Testing English Grammar of the Slovak EFL Students**

**Róbert Majzlík
University of Prešov, Slovakia**

Abstract: Technology has become an inseparable part of our everyday life. Mobile devices are becoming increasingly widespread especially among young people. This study aims to investigate whether these mobile devices are as capable of performing grammar assessments as traditional paper and pencil tests. Although a considerable amount of literature has been published on this matter abroad, there is still a significant lack of researches carried out in the conditions of the Slovak educational system. It is, therefore, the purpose of this paper to evaluate whether there is a difference in actual students' performance in Mobile Device Testing (MDT) versus Paper Based Testing (PBT). In a 4 week-long study there were 40 high school students from a secondary school in Vranov nad Topľou divided into two groups based on the method of testing. Upon completion of both tests, the participants completed a survey evaluating both testing mediums. The study also provides recommendations towards the use of mobile applications in testing English grammar.

Key words: Mobile Device Testing (MDT); Paper Based Testing (PBT); Mobile applications; English language teaching; English grammar.

Stressing Pre-school Foreign Language Teaching (English) Efficiency

Martyna Maria Manowska
Poland

Abstract: This article is a description of two types of methods used in Polish public and non-public kindergartens in teaching English. This study also covers some problems connected with managing preschool classes as well as compares the two methods used to teach English to young learners in Poland. The article focuses not only on methods themselves but it also provides the characteristics of preschool education in Poland, including the characteristics of preschool children and teachers. However, the main focus of this article is on the description of non-traditional methods of second language learning such as an immersion method that turned out to be used in the majority of non-public kindergartens in Poland as well as in language schools. This method is based on using the target language only. No mother tongue is allowed because the most important issue in case of this method is the exposure to the target language. The article also describes the research done on the topic, all the procedures and tools used in the study, and the results and its analysis of the research. What is more, one of the major concern of the article contains an introduction to my future studies about the issues of creativity into English language lessons. Basing on my previous research, I may assume that creative lessons are much more effective for the students as well as interesting and motivating. This article attempts to clarify second language learning process in Poland and tries to figure out the most effective and appealing way to teach young learners.

Key words: second language learning, second language teaching, Polish education, young learners, kindergarten

**The Word Class Adjective
in English Business Magazines Online**

**Borislav Marusic & Sanda Katavic-Causic
Veleučilište Lavoslav Ružička u Vukovaru, Croatia**

Abstract: The aim of this paper is to research the word class adjective in one sequence of the ESP: Business English, more precisely English business magazines online. It is an empirical study on the corpus taken from a variety of business magazines online. The empirical analysis allows a comprehensive insight into the word class adjective in this variety of Business English and makes its contribution to English syntax, semantics and word formation. The syntactic part analyses the adjective position in the sentence. The semantic part of the study identifies the most common adjectives that appear in English business magazines online. Most of the analysis is devoted to the word formation of the adjectives found in the corpus. The corpus is analysed in such a way that it enables its division into compounds, derivatives and conversions. The results obtained in this way will give a comprehensive picture of the word class adjective in this variety of Business English and can act as a starting point for further research of the word class adjective.

Key words: word class adjective, ESP, business magazines online, syntax, semantics, word formation

Integrating Emotional Intelligence into Literature Classes

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Josip Juraj Strossmayer University of Osijek, Croatia

Abstract: Emotional intelligence is a set of abilities that enable a person to function normally everyday and successfully tackle various difficulties. It is essential to nurture the development of emotional intelligence from the earliest age, in the family, and later on in school. Researchers emphasize the importance of developing emotional intelligence skills in the classroom, but few of them provide concrete approaches and methods for stimulating the emotional development of students.

The paper deals with the methods of integrating emotional intelligence into literature classes. The concept and importance of emotional intelligence and the possibility of developing emotional intelligence skills in the classroom are explained theoretically. In the next part, an action research conducted in two Osijek schools in Croatia is presented. The action research examines the adoption of certain emotional intelligence skills by students, as well as the effectiveness of certain methods in improving emotional intelligence skills in literature classes. The paper further presents the results of an online survey conducted in Croatia among fourth-grade students of Županja Grammar School and Osijek students of the Faculty of Humanities and Social Sciences, the Faculty of Civil Engineering, the Faculty of Food Technology, the Department of Mathematics, the Faculty of Education and the Faculty of Law. The following emotional intelligence skills were examined in the survey: recognition, understanding and management of one's own emotions, empathy, as well as recognition and understanding of the emotions expressed by a lyrical subject.

Key words: literature class, emotional intelligence, teaching methodology, action research

**Heavy Drinking of Liquor as a Weakness of Ministers of Religion
in PT Mtuze's *Indlel' Ecand' Intlango***

**Zilibele Mtumane
University of Johannesburg, South Africa**

Abstract: This paper examines PT Mtuze's illustration of the weakness of heavy drinking of liquor by ministers of religion in the novel *Indlel' Ecand' Intlango* (1985). It discusses this aspect with regard to Ntobeko Ndleleni, who is presented as the cleric of the Anglican Church in Ndevana, which is a rural settlement in the King William's Town District in the Eastern Cape Province of South Africa. Ntobeko, who is the main character in the narrative, is depicted indulging heavily in liquor drinking, a behavior that is against the standards of the Christian religion, in which he is a leader. Possible causes of this challenge are alluded to in the discussion. Suggestions are also given of what community members need to consider in their dealings with ministers of religion. The different sections of this presentation are; introduction, the concept of weaknesses, analysis of heavy drinking of liquor, and conclusion.

Key words: liquor, weakness, ministers of religion, PT Mtuze, *Indlel' Ecand' Intlango*

Generating an Inclusive Bilingual Classroom with ADHD Students at Elementary School Using ICT

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Abstract: According to a research carried out by INEGI in 2017, in Mexico, there are roughly 39.2 million of children and teenagers, and 1.5 million of them could be diagnosed with ADHD (Attention deficit hyperactivity disorder), although, almost 70% of them don't receive a treatment or specific attention. This number implies that on average every classroom will contain a child with ADHD, it suggests that teachers, parents and peers needed to be trained with intervention strategies in order to be positive role models for them, and to promote the children's abilities in school and in life.

The problem was that teachers do not feel fully trained about the interventions for students diagnosed with Attention-Deficit Hyperactivity Disorder (ADHD). Teachers tend to associate behavioral problems with factors not associated with ADHD, such as: (a) the child's personality, (b) home environment, (c) attitude, and (d) discipline, and therefore teachers feel frustrated as their standard teaching practices don't work, and by not knowing intervention strategies in order to train the children to manage their condition.

The main probable origin of this unsuccessful training is caused because the universities considered as macro universities (Benemérita Universidad Autónoma de Puebla, BUAP, Universidad Autónoma de Sinaloa, UAS, Universidad de Guadalajara, UdeG, Universidad Nacional Autónoma de México, UNAM, Universidad Autónoma de Nuevo León, UANL, Universidad Veracruzana , UV, Instituto Politécnico Nacional , IPN, Universidad Autónoma de Tamaulipas , UAT) don't contemplate education for students with special needs as an important or required subject in English teaching major.

The primary aim was to determine the effectiveness of using different technology tools, apps and devices that can be applied by teachers in an inclusive bilingual classroom in order to decrease off-task and disruptive classroom behavior in children with symptoms of ADHD. This research also pretends to emphasize the need of specific training for teachers about the technological resources they can take advantage to help ADHD students to make them feel included in the English classroom.

**Critical Thinking Syllabi:
Developing Student Thought Process through Theme Repetition**

**Nicholas Musty
Kwansei Gakuin University, Japan**

Abstract: As pressure increasingly comes upon students to improve their performance in critical thinking tests, courses which allow learners repeated exposure to a relatively small set of linguistic items provide one way in which courses can focus on skill development. The opportunity to learn skills through a language, as opposed to developing language skills, can be seen as a target for broadening learner perspectives. With this in mind, the researcher developed two syllabi with a focus, in one case, on cultural studies, and in another, on the world of business. Students enrolled in these courses initially reflected on relevant input. Following on from this, the former course saw them compile questionnaires, before writing reports on their findings which they later presented to the whole class. The latter course involved the construction of videos, initially one which demanded the construction of role plays which were developed into video presentations, with a reflection paper on classmate videos forming the final part of the course. This presentation will explain the benefits of the courses and the considerations required in their execution.

Key words: critical thinking, EFL, syllabus, language, project based learning, English

**Analysis of Borrowed Terminologies in Science Textbooks:
The Mongolian Case**

Munkhtsetseg Namsrai

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Abstract: A school textbook is the main means of education to provide students with scientific knowledge. Thus its language must be clear, precise, accurate and rational for students. Especially, one of the most important things that textbook authors should focus on is terminology in the textbooks. Since a term is the smallest unit of scientific knowledge which refers a concept, each new term should have a short, accurate, precise definition either within the text or in a margin note or footnote in textbooks. In particular, foreign terms must be in good forms and have no variables or doublets and understandable with clear description and explanation for students. The present paper analyzes loanwords and terms in the IX grade biology textbook of Mongolian secondary schools in terms of their form (transcription and transliteration), variables and conceptual definitions. The most of borrowed words and terms in the textbook are the names of chemical elements and biological processes and phenomena. Findings show that the forms and definitions of the loanterms are written in different ways and there are some important issues to be solved in order to improve the quality of the textbook regarding to the terms, in particular loanterms. We conclude that the best way to solve the terminology related issues of a textbook is that glossaries or dictionaries with short and precise definitions should be attached to it or separately published if it has a large amount of terms.

Key words: textbook, terminology, loanterm, definition, concept, scientific knowledge.

The Causes of Interlingual Homonymy of the Belarusian and English Languages

Natallia Narkevich
the Republic of Belarus

Abstract: If you look at the map of Europe you will rightfully assume that the distance between Belarus and the UK makes linguistic borrowings almost impossible and on the one hand you will be right. But on the other hand, if we look back into history we can find some similarities between the way the Romans invaded England and brought their cultural traditions and their language to the land of the Angles and the Saxons and the Latin language which had been holding the leading position in Europe for many centuries and penetrated into Belarusian. And like the Romans who occupied England, but left the territory of Scotland and Wales free of their expansion, Latin had also stopped on the border of the Grand Duchy of Lithuania and hadn't intrude into the Russian language though it had left a remarkable legacy on the territory of modern Belarus.

This fact naturally leads to the following question: does this give the grounds to assume that the Belarusian language is closer by its linguistic characteristics to English than Russian? The problem is that from time to time we can hear some hints or allusions – especially from politicians – that there is no Belarusian as an independent language and it is only a distorted version of Russian. So the aim of my simple and modest research – in a broad sense - is to show that the Belarusian language is a true European language that possesses some features which Russian lacks.

In linguistic way **the aim** of the research is to find out the causes of similar words and grammatical structures of the two very distant languages. **The practical value** of the research is to prove the connection between the Belarusian and the English languages setting up the pairs of cognates and to show that borrowings from other languages came to Belarusian not only through Russian but directly and independently. So, we hope that the research will lead to **the revival of the interest in the Belarusian language**.

Key words: borrowings, cognates, linguistic characteristics, the Belarusian language

Evaluating Teenage Texting as a New Type of Written Speech

Natallia Narkevich
the Republic of Belarus

Abstract: The subject/topic. The research is devoted to texting language as a new phenomenon among younger generation. The idea to do the research appeared because texting is understood mainly as a certain decline of spelling and even the fall of writing ability among young people. Thus **the aim** of the research is to prove that texting is not writing in classical sense, but “fingered speech” when we write the way we talk. To achieve the aim a number of **tasks** were performed. The author studied authentic messages written by 16-20 years old in English, then highlighted the feature characteristics of texting as a new type of language and made up the list of the most popular words, abbreviations, acronyms and grammatical structures used in texting today. As a result we were able to confirm the **hypothesis** that if texting is a method of conveying oral communication, then the ways it is achieved can be different from formal spelling and it doesn't lead to the destruction of literary language, because it is another type of writing. The main **methods of the research** were: studying literature, selection, classification and summarizing the information, carrying out experiments and analyzing the data to confirm the hypothesis. **The conclusion** was made that texting is a new type of writing that young people use alongside their ordinary writing skills to convey their oral speech in written form. The **practical value** of this research lies in the fact that weighted approach to the problem of texting and understanding of its emergent complexity will help people of older generations to avoid offensive remarks about illiteracy of young people.

Key words: texting, spelling, written speech, teenagers

**Bhagavad Gita:
the Translated Text for ESL Teaching in India**

**Gopa Nayak
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Abstract: Language learning entails learning the language and its culture. Learning both the linguistic components and the cultural elements is a challenge to second and foreign language learners. When translated texts from the source culture are used for learning the target language (English) the familiarity with the cultural context helps in focusing on the linguistic aspect. It is on this premise that this paper argues that the translated text of Gita in English can be an ideal text for learning the target language (English) by ESL learners in India.

This study examines the use of English translation of the ancient Indian text Bhagavad Gita by A.C. Bhaktivedanta Swami Prabhupada. The Bhagavad Gita was originally composed as a poem in Sanskrit and bears the cultural heritage of India as part of the epic Mahabharata. As a text the English translation of Gita does not pose a challenge to second language learners of English in India as the cultural connotations of the text are not foreign to these learners. This helps ESL learners in India to focus on the linguistic aspect of English.

Key words: Bhagavat Gita, Translated texts for ESL learning and teaching, Language and culture in ESL teaching

**Mother-tongue Intrusion
and English Language Education in Nigeria**

**Oluwatosin Omosolape Omodewu
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Abstract: The intrusion of the mother- tongue in English Language Education in Nigeria has become a topic and concern of debate especially amongst English language teachers. This study has set out to find the intrusion of mother-tongue in the education of students of some selected higher institutions. The study examines the features common in Nigerian students who are from different ethnic backgrounds and culture and how their mother-tongue affects the components or aspects of English language which are phonology, syntax, semantics, morphology and pragmatics. The results reveal that undergraduates have intrusions because most of them are speakers of their mother-tongue and acquirers of English language. The study therefore recommends that more teaching aids be provided by the government, teachers should be more exposed and all the aspects of language should be emphasized in teaching.

Key words: intrusion, phonology, syntax, semantics, morphology, pragmatics and education

**President Buhari's Anti-Corruption War in Nigeria:
A Multimodal Discourse Interpretations of Selected Cartoons**

Ayodeji Olowu

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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, Mohammadu 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.

**Enhancing Learners' Critical Thinking through an LMS:
The Google Classroom Case at SEE University**

**Rufat Osmani, Kujtim Ramadani, & Basri Saliu
Republic of Northern Macedonia**

Abstract: The way teachers and students communicate has changed a lot as a consequence of the fact that modern technologies accessed the classroom. Supporting and accomplishing a competent learning medium has sprung up the necessity for learning management systems. LMS are systems that are based on the internet and that combine different pedagogical and course management tools in order to assist the progress of, appraise and supervise students' learning. The Google Classroom application provides tools for sharing materials, assigning different tasks for students and receiving answers via the same and subsequently assists in critical thinking of students through working participation. Adapting the technology for pedagogical uses at anytime and anywhere will support us in creating a more student-centered and more effective learning tool and thus achieve competency over the subject matter.

Key words: LMS, Google Classroom, critical thinking, learning.

**Borders in Social Media - Some Remarks
on the Influence of Media on Young People**

Katarzyna Lidia Papaja

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Abstract: There are many definitions of Computer-Mediated Communication. According to Baron (2003: 10), “the term CMC refers to a written natural language sent via the Internet”. This definition refers to the written message only, however, a few years later Baron (2011: 119) added the following term “electronically-mediated communication” claiming that it is any kind of communication, which takes place through electronic devices. Nowadays, this type of communication has become very popular when teaching foreign languages, especially English. A lot of young people have been brought up with a computer and treat it as the main source of communication. There are many ways to communicate via the Internet: e-mail, IM, SNS, SMS, chat and soon. The aim of this presentation is to discuss how the English Philology students (Internet users) coming from different countries, namely Poland and Germany adapt their language to the reality of Computer-Mediated Communication. There is no doubt that language used while communication via the Internet is different from the one used offline, which is due to the limitations of the written text and the lack of face-to-face contact. Social media which is a group of Internet-based applications take on many different forms such as blogs (e.g. Twitter), social networking sites (e.g. Facebook), content communities (e.g. YouTube), photographs or pictures (e.g. Instagram), wall-posting (e.g. Pinterest), rating and social bookmarking (e.g. Foursquare) and many others. The questionnaire, which was especially designed for the purpose of the study, consists of closed-ended and open-ended questions. More than 100 students from the English Department (State University of Applied Sciences in Konin, Poland and University of Pedagogy in Freiburg, Germany) have taken part in the study. The obtained data will allow me to find out how the English Philology students adapt their language to the reality of Computer-Mediated Communication and what impact it has on foreign language learning.

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Literary Analysis at School - Return to Text

Anton Pokrivčák
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Abstract: As far as education is concerned, one may say that literature has not lost its importance. On the contrary, the general debilitating effect of the surrounding mass media machinery makes it of utmost importance that students are given a chance of real encounter with literary works, getting engaged in meaningful discussions and analyses. The twentieth century saw many approaches to literature, each of them being a reflection of particular social and cultural circumstances, in which the meaningful discussions were as if forgotten, at the expense of farfetched theorising, often about the issues which had very little in common with literature, using strange methodologies and arriving at strange and even funny results. There were also approaches, however, which remained within the literary field and used literary methodology. The aim of the paper is to point to the importance of return to the work with text in literary studies through the discussion of American New Criticism.

The paper presents partial results of the research project KEGA 055-UKF-4-2016.

Key words: teaching literary analysis, literary criticism, New Criticism

**Approaches to Training Pre-school Teachers
of English as a Foreign Language in the Czech Republic and Slovakia**

**Silvia Pokrivcakova
University of Trnava, Slovakia
Tomas Bata University in Zlin, Czech Republic**

Abstract: During recent decades, we have been witnessing a rapid increase in the number of nursery schools and other pre-school institutions providing foreign language education in various form and extent. The increase in quantity, however, automatically provokes questions as to the quality and sense of this education. Spreading the organized foreign language teaching into pre-school education has prompted the need for qualified teachers for this level of education. The chronic lack of qualified pre-primary foreign language teachers has been documented by many research studies conducted all over the world. The existing situation brings new tasks and challenges to teacher training universities and calls for innovations in existing initial and in-service teacher-training study programmes. The paper presents one model (organised and carried out at the Tomas Bata University in Zlin, the Czech Republic) of such an initial training of preschool teachers who are expected to teach English as a foreign language at nursery schools and daycare centres.

The paper presents partial results of the research project KEGA 055-UKF-4-2016.

Key words: pre-school education, pre-school foreign language learning, teaching English as a foreign language, teacher training

William Blake and the Music of his Songs

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Abstract: Over the past 60 years, William Blake (1857-1827) has become the most popular English-language poet among musicians and composers. The paper aims to investigate the intense relationship between his work and the popular musical production from the second half of the twentieth century to the present. Firstly, we intend to examine elements that ensure the musicality of Blake's poetry using the concept of *melopoeia* coined by the poet and critic Ezra Pound, which deals with the musical content of poetry through "emotional correlations brought about by the sound and rhythm of speech." From the analysis of *Songs of Innocence and Experience* (1794), we aim to understand the presence of music both in form and theme of his poetry. Finally, we intend to relate Blake's popularity to the reverberation of his political and philosophical views among young revolutionary and counterculture artists who see especially in music, an efficient means to have their ideas heard, finding in Blake's *Songs* the discourse and images that translate the spirit of the contemporary times with the force and freshness that only the great works of art possess.

Key words: William Blake; popular music; English literature; counterculture.

**Musical Fairy-tale: How a Teacher of Music/Art Classes
May Develop Students' Literacy and Music Skills and Imagination.
A Good Practice from Poland**

**Aneta Rogalska-Marasińska
University of Lodz, Poland**

Abstract: Mostly each of us – children and adults – love to listen to, read, and tell/create stories, fairy-tales, or sagas. They may base on real life or refer to imaginary situations. Thus creation may have various realizations, depending on personal knowledge, skills, life experience, cognitive horizon, individual interests and virtues. The mutual exchange of two communication systems – system of oral and written/digitally saved language and language of music/sounds gives a unique opportunity to human development. A good practice presented during LLCE Conference2018 will refer to the newest Polish compulsory school curriculum, to EU Key Competencies for Lifelong Learning (Communication in the Mother Tongue, Cultural Awareness and Expression), and to universal human values. It will also refer to philosophy of Hans Georg Gadamer, who believed that “who has the language, has the world”. It will show the effects of students' work (instrumentalists and vocalists) of the Music Academy of Lodz, Poland who plan to become music teachers.

To create an expected educational fairy-tale students had to use a framework, which required: a story with an important human challenge (e.g. friendship, courage, empathy),

characters (human, animal, or animated objects) being involved into unobvious adventure with an important problem to be solved, an end with a moral. Real or fantastic characters should have their own/personalized language or a way of speaking, so students had to use their imagination, “play” with words and pronunciation, and multiply vocabulary to differ each situation or episode to make it more pictorial. Students were forbidden to use images, photos or any kind of paintings. The task was totally oral. But as the musicians they could use every kind of music: from their own instruments, from natural environment, or gained thanks to sound experiments done by themselves. A sample of students work will be presented as a final part of my presentation.

Key words: creation of musical fairy-tale, pedagogical imagination, language of music, language of human values, communication, Polish compulsory school curriculum, EU Key Competencies for Lifelong Learning

**A Sense of Didactic and General Effectiveness of Teachers of Literature
in Poland and Slovakia****Krzysztof Mariusz Rubacha & Mariana Sirotová**
University of Ss. Cyril and Methodius, Slovakia

Abstrakt: Existuje univerzalita v pregraduálnej príprave učiteľov jazykov? Jednoznačne je možné odpovedať, že nie. Pregraduálna príprava učiteľov jazykov má však spoločné znaky, ktoré sa viažu na konkrétne koncepty vysokoškolskej výučby. Príspevok predkladá komparáciu dvoch zahraničných konceptov vysokoškolskej výučby a ich implementáciu v pregraduálnej príprave učiteľov jazykov v podmienkach slovenských vysokých škôl na základe subjektívnych výpovedí študentov.

Kľúčové slová: koncepty vysokoškolskej výučby, komparácia, analýzy subjektívnych výpovedí, vysokoškolský študent, pregraduálna príprava učiteľov

The Effect of Applying Somatic Auditory Visual Intellectual (SAVI) Method on Students' Ability in Writing Procedure Text

Sahat Samosir
Taiwan

Abstract: This study deals with the effect of applying somatic auditory visual intellectual (SAVI) method on students' ability in writing procedure text. This study is inspired by the problem that students' faced in learning procedure text in terms of writing skill. Learners faced some difficulties in explaining the generic structures and language features of procedure text. Another problem is that the method of teaching procedure was ineffective in which the learners tended to be passive learners while they were learning. This condition made the students underachieve in writing and lead them to poor performance. As a result, learners are not able to write a procedure text. Related to those problems, SAVI method emphasizes that learning shall exploit all appliance senses owned by the learners. The uses of all senses in teaching learning of writing procedure would be more effective as the learners become actively and increase their interest. Learners demonstrate a procedure how to do something (somatic); learners listen to what they are demonstrating (auditory); learners watch the demonstration (visual); learners think through how to apply the information being presented to the writing task (intellectual). The subject of this study was the second grade in the first semester in senior high school level. They were chosen as the sample by applying random sampling. They were 70 students divided into two groups. Experimental group was taught by applying SAVI method, while the control group was taught through conventional method. This study aimed to find out if the teaching procedure text by applying SAVI method significantly affects on the students' ability in writing procedure text. It was eight weeks the time long period of conducting of study, both experimental and control groups were given pre-test before the presentation of the material. The pre-test is used to find the mean scores of each group before doing treatment. The treatment was given to the experimental group for some periods. After giving treatment, both experimental and control groups were given post-test. This post-test was exactly different of instrument from the pre-test which has been used before. In the post-test, learners were asked to write a procedure text and there are five component scales in scoring students' writing, namely: content, organization, vocabulary, language use and mechanics. This post-test is used in order to know the mean scores both of groups. The result of the tests have been compared and analyzed. The data of this research were taken from the students' score of writing test. To obtain the

reliability of the test, the researcher used pearson product moment formula. Based on the data calculation showed that the coefficient of the test was 0.82, it shows that the test is reliable and the reliability is high. There were two data used in this research. They were pre-test and post-test. The data were analyzed by using t-test formula to show the effect of applying SAVI method on students' ability in writing procedure text. After analyzing the data, the finding indicates that t-observed was higher than t-table ($4.60 > 1.994$) at the level significant 0.05 with the degree of freedom (df) 68. It means that the hypothesis, applying SAVI method has significant affected on the students' ability in writing procedure text is accepted. After analyzing the data, it is concluded that teaching procedure text by applying SAVI method significantly affects on the students' ability in writing procedure text, as the mean score of experimental group (75.14) was higher than the mean score of control group (65.97). The result of this study is expected to contribute either the theories or practices. In theoretically, the researcher as reference to conduct the research related to SAVI theory, the other researchers who want to conduct the same research in applying SAVI method in teaching writing procedure text or other skills. In practically, the English teachers as the source of learning to improve the students' ability in writing procedure text.

Key words: SAVI method, writing skill, procedure text

**Towards a Cultural Upheaval:
Three Decades of Bangla Dalit Literary Movement**

**Jaydeep Sarangi
India**

“Dalit literature sensitizes both the Dalits and non-dalits, the victims and the perpetrators with the its special literary appeal and literary attack.”

---**Neerav Patel**

Dalit literature in India intends to articulate this social, cultural, political and religious oppression perpetrated in this country. “Awareness of this oppression does not simply manifest itself in torrid descriptions of dalit life. Rather, it attempts to derive out of these experiences a new value system that would help dalits to carve out a new social reality.” (Jatin Bala) The dalits are determined to narrate the dalit agony, assertion, resistance, anger, protest and mobilization. It is important to note here that while responding to the past experience, the dalit writers are conscious of the present and give hint of the future. They make a fervent plea for a complete overhaul of society by questioning all notions of caste and class. Thus dalit literature serves as a protest and reaction against the caste system and the age-old tradition of discrimination, exploitation ruthlessness and deprivation. Kalyani Thakur, a renowned dalit feminist writer from Bengal, during an interview with Jaydeep Sarangi and Angana Dutta claimed, “For me ,writing poems is participating in cultural movement.I write poems to register my thoughts and feelings. It does beyond the literary boundary. My poems address social issues. They are the poetics of age-old oppression against the dalits .” For Sharankumar Limbale, “The rebellion mood became important tone of our expression. So, dalit literature is not only corpus of pain and suffering, but it is revolt against inhumanity.”(Interview with Jaydeep Sarangi) Dr. Ambedkar once said India needs social democracy. One can take a dalit poem and feel the rhythm of distress and anguish arising out of the pain and suffering for generations. Literary productions by the dalits of Bengal are centuries old.It’s a cultural movement for freedom and resistance based on the slogan, “Educate, agitate, organize”. Some authors like Manohar Mouli Biswas and Kapilkrishna Thakur trace them back to the *Charjapadas*, particularly the verses composed by Shabariswar Shabaripada, others like Manoranjan Byapari trace them to the flourishing of Matua literature in the nineteenth century under the impetus provided by namashudra social reformers Harichand Biswas (1812-1878) and his son Guruchand Biswas (1847-1937).The Sun is in the sky. The Dalit Literary

Movement in Bengal, inspired and propelled by the one in Maharashtra, was initiated in 1976 through the establishment of 'Navayug Sahitya and Sanskriti Parishad'. Their mouthpiece was the journal 'Otoeb'. Nareshchandra Das, Sharat Baruri and Nakul Mallik were its earliest leaders. My full paper will give details of this cultural upheaval and resistance in West Bengal, India.

Key words: awareness , mouthpiece, matua, namashudra, dalit

Developing Intercultural Communicative Competence through Literary Works in the English as a Foreign Language Classroom

Mark Sawyer

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Abstract: Although the use of literary works in EFL (English as a foreign language) has steadily declined, due to challenges of difficulty, length, and associations with outdated methods, this paper suggests a new approach that overcomes these challenges. Based on the latest thinking for developing intercultural communicative competence in EFL, the central principle is that, properly mediated, interaction with a literary text can overcome classroom limitations and provide comparable benefits to interacting personally with cultural “others,” but without the real-time pressures and the real-world consequences of face-to-face intercultural communication. Thus, traditional literary analysis is eschewed, in favor of an “aesthetic approach,” in which the readers, mediated in two stages by teacher-made tasks, find pleasure and personal significance in their interaction with characters of different places and times. Through freely constructing interpretations, then reflecting critically, they learn to “decenter” their own cultural perspectives and open up to new ways of seeing. Examples from an actual secondary EFL course in Japan will be included, as will suggestions for promising literary works.

Key words: English, culture, literature, education, intercultural communicative competence

**Practices and Problems in the Operation and Administration
of Private Institutions in Valenzuela and its Implications
to K 12 Management**

**Miriam V. Sebastian, Kylie Diandra Tim-Tim,
Marry Geline Sierra, & Christian Narido
Venezuela**

Abstract: School's school plant, financial and faculty and student safety is the utmost priority for a school administrator and is high on the list of public and private education concerns. The intent of this study was to identify the practices and problems in the operation and administration of private elementary institution in Valenzuela City and its implication K 12 educational management. The study addressed the following research questions:

- (a) to what extent do current elementary and secondary school administrators receive training in the areas of school plant management, financial management and faculty and students management and its implication to k 12 educational management
- (b) to what extent do elementary and secondary school administrators receive training in the area of school plant management, financial management and faculty and students management and its implication to k 12 educational management;
- (c) what are the most prevalent topics when administrators receive training in the area of school plant management, financial management and faculty and students management and its implication to educational management; and
- (d) what future training, in the area of school plant management, financial management and faculty and students management and its implication to educational management handling student discipline, do elementary school administrators need?

This descriptive, quantitative study included a survey, created by the researcher that was used to collect data from 99 elementary and junior high school administrators. The results indicate that the administrators did not receive comprehensive training in the area of school plant management, financial management and faculty and students management and its implication to k 12 educational management. In particular, training regarding school plant management, financial management and faculty and students management were found inadequate Thirty-nine percent of the administrators indicated that their concerns did not address school plant management, financial management and faculty and students management. The results of this study provide school district

leaders with the information on current gaps in the area of school plant management, financial management and faculty and student management.

The Idea of Freedom in Iris Murdoch's Novel "Under the Net"

Eter Shavreshiani
Georgia

Abstract: Dame Jean Iris Murdoch was one of the best and remarkable British novelist, philosopher and playwright of the twentieth century. She propounds her theory of human personality. She believes that freedom and goodness play an important role in the making of human personality. In her very first novel Murdoch represents that freedom is only an idea and in later novels we see the continuation of this theme. Murdoch shows the readers how her characters suffer, their alienation, isolation from society and at the same time proposes the ways of overcoming these difficulties. In her novels, she clearly shows us that it is impossible to be free without realizing and gaining of certain qualities. Murdoch wants the reader to understand that being free is very difficult to interpret and that this universal concept is interconnected with love, truth, art. Murdoch's protagonist is seeking his personal freedom throughout the novel, this process is very challenging and full of lots of obstacles, but he manages to survive and finds the way to the sun. Her novels reveals very strong humanistic qualities. Murdoch tries to explore problems concerning art, truth, love, life, reality for her characters in order to find freedom and save themselves from the meshes of society. Their life is endless fight for finding personal freedom and finding their place in the society. Murdoch drastically shows the readers that without finding freedom and establishing oneself in the society it is unimaginable to create a work of art, in this case, a novel. Having known the bitterness and unfairness of life Murdoch's aim is her characters to achieve not only physical freedom but also mental, psychological and emotional independence.

It should also be noted, that at the very beginning of her career, we see the first person narration and this is not random. By using this technique the protagonist himself turns to the reader, talks to us about diverse issues and consequently, both the narrator and the reader are equally involved in the long process of seeking human freedom. Murdoch shows us a long, difficult way which her protagonists are on to change radically and finding their "selves" in the society where people only want to hide somewhere and not to fight for their desires and ambitions.

The aim of this paper is to highlight the key element-freedom in Iris Murdoch's first novel "Under the Net" and to show us once again that Murdoch stands for human freedom, freedom of thought, freedom of choice, freedom of speech but at the same time she is aware how difficult and harsh it is to achieve all of these.

Key words: Freedom, isolation, seeking oneself, society.

**Denotative Equivalence
in the Translation of Business Texts**

**Renata Silhanova
Tomas Bata University in Zlin, Czech Republic**

Abstract: The article deals with the translation of texts from the field of professional language. It focuses on the lexical specifics of selected texts and their translation, which seems to be problematic from the interpreter's viewpoint. Attention is paid to both the translation of the terminology and the general language lexicon. For the analysis based on the different translation strategies a text was selected dealing with a company's quality management system - the Quality Assurance Agreement. Besides the treatise on professional and commercial language and on text types used in companies, with topics including the quality management, the fundamental topic of the article is the translation. In this context, the concept of equivalence is defined and clarified as the basic concept of translatology defining the relation between the source language and the target language and the degree of consistency between them. The article further deals with the translating strategy of business texts, and problems with the source intended for translation into Czech / German.

Key words: translation, professional language, denotative equivalence, text type, business text

Learner Autonomy as a Factor in Success in E-learning

Zuzana Straková
University of Presov, Slovakia

Abstract: E-learning in higher education has become a legitimate tool building learning environment whether as a support for face-to-face learning or distance courses. Being able to function properly in virtual learning environment requires certain qualities for self-regulating the learning process and certain level of application of metacognitive learning strategies. The study focuses on the perception of higher education students of their abilities to master e-learning courses based on execution of metacognitive strategies. The data were collected by qualitative methods (interviews and journaling) and findings reveal interesting results. The higher education students do not feel confident in applying metacognitive learning strategies into their learning process due to the lack of experience. They do not see themselves as the main generator of decisions concerning the learning process and at the same time they do not accept the full responsibility for the results they receive. However, they seem to be keen using the opportunities in which new technologies allow them to stay connected with the learning content. The pedagogical implications are presented at the end of the study.

Imperative of 21st Century Literacy Skills for Youth Development in Nigeria

Lawal Suleima
Niger State College of Education, Nigeria

Abstract: The paper discusses the imperative of 21st Century literacy skills for youth development from two perspectives. The first is the realization of the gross inadequacies of the teaching of the “3Rs” for youth to realistically and practically complete favourably in a globalized economy. The second is the understanding that youth in Nigeria need to be better equipped with tools that will enable them to initiate and create sustainable ventures in the face of multiple challenges. The challenges ranges from unemployment, poverty, negative social vices, lack of creativity, effects of insurgency and lack of knowledge driven economy. In furtherance to the aforementioned, the core elements of 21st Century literacy skills which are critical thinking, creativity, knowledge and use of information technology and collaboration with other members of the society are discussed. The paper equally addresses the ways and the potential benefits of using the core elements of 21st Century literacy skills for youth development. Specific recommendations which include the teaching of ICT from the primary school levels, the need to review the curriculum of education at all levels to incorporate core elements of 21st Century skills, training and retraining of personnel for the new dispensation and mass production of teaching materials are identified and discussed.

Key words: 21st Century, literacy skills, critical thinking, creativity, collaboration and insurgency.

Implementing an extensive reading course into an EAP program**Cristina Tat****Kyoto Tachibana University, Japan**

Abstract: I will discuss how an extensive reading component was introduced into our university's undergraduate courses for the English Communication Department. We will discuss the rationale behind the Total Words targets that were set, the successes and challenges we faced with the software application program we used (X-Reading.com), as well as the methods we selected to measure the progress our students have been making in terms of reading comprehension and reading rate.

Key words: extensive reading, reading skills, reading comprehension, vocabulary building

**The Myth of Soma In Indian Vedas;
With Considering its Iranian Counterpart in Avesta**

**Maryam Torabparvar
University of Semnan, Iran**

Abstract: Indian Soma, named Haom or Haoma in Avestan culture, implies a wonderful plant which has been shrouded in mystery and has put itself among the gods in Indo-Iranian mythology. The existence of this plant-god can be traced back in the most ancient human written works, such as Vedas and Avesta and it is yet to be traced in other texts. From another perspective, Soma cult and rituals are of considerable consideration. By crushing and pressing its stems, a kind of drink is made which is dedicated to gods. The growing importance of this plant and its drink in Zoroastrian religious rituals, shows its brilliant and meta-historical position. This article aims at analyzing the position of Soma in Rig Veda and its unique features. In so doing, it takes a look at Iranian Homa in Avesta and finally examines different researchers' points of views in this regard. Based on these findings, it can be understood that the ancient Soma/Homa does not only have unique cultural and religious features, but is also a powerful element that by going through different changes and also leaving a huge impact, has been able to keep its function and vitality throughout history.

Key words: Soma, Haoma, Rig Veda, Avesta, Amanita, Muscaria

The Comparative Study about the Gender Identity Representation in English, Japanese, and Korean

Jeongmi Um
Japan

Abstract: Our speech acts (discourse practice) should be regarded as processes which build gender identity independently, though the restrictions and influences of various gender views and gender ideology specified as the nature of male or female nature in certain society and culture. Based on such a viewpoint of constructionism in a speech act, a comparative analysis is made from the viewpoint of a language culture theory about the present usage of generic use of the 3rd person personal pronoun as one of the processes of the gender identity construction in English, Japanese and Korean. As a result, it has turned out that the generic use itself appears in English, Japanese, and Korean even if there are some individual differences.

In the case of English, when the sex of the noun of the antecedent which receives a correspondence was unfixed the generic male form of 3rd person personal pronoun "he" was generically used as a meaning including a woman, but by language reform in the present, the use of "he" has been decreasing. In the case of Japanese, although generic use does not appear in singular form of 3rd person personal pronoun, male form of the 3rd person personal pronoun "karera" of the plural form is generically used as a meaning to contain a woman. In Korean, though the sex of the noun which receives a correspondence has clarified, male form of the 3rd person personal pronoun "Ku" is generically used as a meaning including a woman. These differences in the usage of person pronoun show the separate way of gender representation in 3 languages and cultures.

**Research Topics
in Pronunciation Research****Hana Vančová
University of Trnava, Slovakia**

Abstract: The aim of the paper is to present the analysis of the topics or research papers dealing with teaching pronunciation teaching. The description and analysis of the acoustic form of language is specific to phonetics and phonology and requires a different approach in comparison to treatment of other layers of language. The collected data indicate variety in the selected topics and methods with regards to the research topic. The paper presents partial results of the research project KEGA 055-UKF-4-2016.

Key words: methods, phonetics, phonology, pronunciation, research, topics,

**Continual Life-long Training
of Literature Teachers in Slovakia**

**Eva Vitězová
University of Trnava, Slovakia**

Abstract: Kontinuálne vzdelávanie má významné postavenie v rámci celoživotného vzdelávania učiteľov. Súčasná školská legislatíva vzdelávanie a zvyšovanie kvalifikácie učiteľov postavila i ako podmienku platového a kariérneho postupu učiteľov. Pedagóg na ktoromkoľvek stupni vzdelávania nevystačí s tým, čo sa naučil na vysokej škole, ale je nútený vzdelávať sa celoživotne. Vynikajúce východisko práve k takémuto typu vzdelávania tvorí atestačné vzdelávanie. Cieľom príspevku bude ponúknuť relatívne komplexný pohľad na formy vzdelávania učiteľov, ktoré nasledujú po ich niekoľkoročnej pedagogickej praxi, najmä na vykonávanie atestačných skúšok, písanie atestačných prác a problematiku s tým súvisiacu. Zameriame sa najmä na koncipovanie atestačných prác pedagógov, ktorí pôsobia ako učelia slovenského jazyka a literatúry (prioritné bude zameranie na literárnu zložku, resp. zložku vyučovania, ktorá rozvíja čitateľské kompetencie žiakov) v rámci nižšieho sekundárneho vzdelávania, čo je druhý stupeň základnej školy a nižšie ročníky osemročných gymnázií (ISCED 2). Konkrétnej analýza a kategorizácia najčastejších nedostatkov, ktorých sa dopúšťajú žiadatelia o atestácie, možnosti a spôsoby, ako pomôcť záujemcom o atestácie v rámci písania atestačných prác. Chronológia krokov pri písaní atestačnej práce.

**Lexical Bundles in Chemistry Research Articles:
Structural Constituency Analysis**

Javad Zare

Kosar University of Bojnord, Iran

Abstract: Research on language use shows that language is formulaic in nature. It is now claimed that awareness of formulas or bundles, i.e. recurrent multi-word combinations, facilitates language learning and leads to successful language production. Lexical bundles are believed to be peculiar to a certain genre or register, and discipline. This research report focusses on a corpus-driven study which explored the frequency and diversity of lexical bundles in published chemistry research articles. The investigation involved structural analysis of lexical bundles generated from a corpus of four million words, comprising 1,185 chemistry research articles. WordSmith was used to generate four-word lexical bundles and to concordance examples, based on a minimum frequency of 20 times per million words and occurrence in at least five different texts. Altogether, the results revealed 223 frequent lexical bundles. More than 55% of the bundles were phrasal; 35% of the bundles were clausal. Prepositional phrase bundles outnumbered noun phrase bundles in terms of frequency, whereas noun phrase bundles outnumbered prepositional phrase bundles in diversity.

Key words: lexical bundle, structural analysis, chemistry research article

The Perception of Time in Virginia Woolf's "Jacob's Room"

Natie Zoidze
Georgia

Abstract: The 20th century is known for the abuse of time. The socio-cultural political changes pushed hard on human perception of the world, and the measure of human existence in "now and here", in this world, altered. Virginia Woolf is one of the many modernists, who incorporate and uncover this perception within their works.

Merely all of her works manifest time – change. "Jacob's Room" is one of them. The novel possesses innovative narrative and descriptive structure, where the visual interrupts the verbal. Dualism of time, "mind time" and "actual time" are carefully presented in the numerous "verbal snapshots" that build the narrative of the altered time. Usage of dates and exact hours are of no importance, they are purely descriptive and outline the fact that it does not matter whether Jacobs began his Study in Cambridge in October, 1906 or not. The date itself has no meaning. Therefore objective, clock time does not play any role in forming the essence of Jacob's being.

The issue of present and past, is very important. What is past, something that is gone and lost forever, or something that is just below the surface? The recurrent past is what is highly emphasized. And the present moment is pictured just like on the photographs, like the momentary shots, that cannot be grabbed. Most of the time present moment is referred when the author describes moving vehicles such as omnibus, again underlining the fact that it is only the shot that one can take from present, that the rest is the recurrent past.

Therefore, the paper aims to connect this particular novel and its insight with Bergsonian time and with the photographic representation of the world. The way in which Woolf embeds time philosophy in fictive work, will be explored.

Keywords: mind time, actual time, recurrence, verbal snapshot.

**The Oldest History of the Huncokar's
in the Light of Period Papers**

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University of Ss Cyril and Methodius, Slovakia

Abstract: Ethnicity living deep in the forests of Palfi's estate was almost forgotten for many years. Not only the local community, but also the written testimonies of both German and period writers of the time, who have seen the influx of German migrants heading for the modern Hungarian Kingdom, contributed to the re-discovery. The author of the study deals with the analysis of the arrival of Huncokar's at the then Palfi family at the turn of 18th Up to the 19th century on the basis of Hungarian period reports and contemporary historiography. The publisher creates a comprehensive picture of the history of the chosen ethnicity from the nature of the political, economic but, above all, cultural identity.

Key words: Huncokar's, ethnicity, spring, Hungary, migration



Title: **LLCE2018: Book of Abstracts**

Published in 2018 by SlovakEdu, o. z. Nitra

Available online: <https://www.slovakedu.com/conferences/conferences-2018/llce2018/publications/>

1st edition

ISBN 978-80-89864-14-0

EAN 9788089864140