



CLEaR 2015

Prague

24-26 September 2015



**2nd International Conference  
on Literature and Language in Education and Research**

<http://www.jolace.com/conferences/clear2015/>

# **CLEaR2015: Book of Abstracts**



Česko-slovenská asociácia  
porovnávacej literárnej vedy  
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Czech and Slovak Association of  
Comparative Literature

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Czech and Slovak Association of  
Comparative Literature

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SlovakEdu, o.z., Slovakia, [slovakedu@gmail.com](mailto:slovakedu@gmail.com)

IAaA, Faculty of Arts, Prešov University, Slovakia, [www.iaaa.ff.unipo.sk](http://www.iaaa.ff.unipo.sk)

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## INTRODUCTION

The main intention of the series of international conferences entitled **International Conference on Literature and Language in Education and Research (CLEaR)** 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 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 international conference **CLEaR2015**, held on 24 – 26 September 2015 in Prague, the Czech Republic, focused on research and education in the following areas:

- language and education (incl. language of education, language in education),
- literary studies,
- cultural studies,
- translation studies,
- applied linguistics (including sociolinguistics, psycholinguistics, and neurolinguistics) in language education,
- research methods in related fields.

This CD Book of Abstracts consists of accepted abstracts of the conference papers (including plenaries, regular papers, virtual papers, presentations, video-presentations, and posters) which were applied and later presented at the conference. In addition, the list of CLEaR 2015 conference publications includes:

- both the January 2016 and May 2016 issues of **JoLaCE: Journal of Language and Cultural Education** (ISSN: 1339-4045 print, ISSN: 1339-4584 online at [www.jolace.com](http://www.jolace.com));
- and CD **CLEaR2015 Conference Proceedings** (ISBN 978-80-971580-5-7), available also on-line at <http://www.jolace.com/conferences/clear2015/publications/>.

CLEaR2015 Scientific Committee  
& SlovakEdu team, n.o.

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### **The problematic issue of grammatical gender in Arabic as a foreign language**

**Fatima Alkohlani**

King Abdulaziz University, Kingdom of Saudi Arabia

[falkohlani@kau.edu.sa](mailto:falkohlani@kau.edu.sa)

#### **Abstract**

Many languages of the world have a grammatical gender system that divides all nouns into gendered categories. The gender assigned to a given noun requires gender agreement with associated items in the sentence, such as: determiners, adjectives, and demonstrative pronouns. Research in the area of grammatical gender acquisition has found that this grammatical category poses considerable difficulty for L2 learners. However, rarely was this area of difficulty the focus of L2 studies in Arabic. The present study focuses on the problematic issue of grammatical gender in Arabic as a foreign language. It examines advanced Arabic L2 learners' written errors of gender assignment and agreement in the Arabic Learner Corpus (ALC) v2, compiled by Alfaifi, Atwel, and Hedaya (2014). Based on the classification and analysis of the errors, possible factors of the difficulty facing L2 learners in assigning the correct gender are discussed, and recommendations to reduce their effects are suggested.

**Key words:** gender assignment, gender agreement, Arabic, L2 errors

#### **Contact**

Dr. Fatima A. Alkohlani

P. O. Box 132739

Jeddah 21382

Kingdom of Saudi Arabia

[falkohlani@kau.edu.sa](mailto:falkohlani@kau.edu.sa)

## **Difficultés linguistiques et culturelles dans l'enseignement du français en Libye**

**Alsadag H. E. Alsadag**

Université de Sirte, Libye

[alsadag\\_alsadag@yahoo.com](mailto:alsadag_alsadag@yahoo.com)

### **Résumé**

L'objectif de notre recherche est d'essayer d'étudier les difficultés que rencontrent les étudiants de français durant leur étude universitaire. L'enseignement/ l'apprentissage du français en tant que langue étrangère en Libye peut se heurter à nombreuses difficultés linguistiques et culturelles, puisque les étudiants libyens cohabitent uniquement avec la langue arabe et leur usage du français est limité à la classe de français entre le professeur et les étudiants. Dans cette optique nous allons essayer de savoir quels sont les facteurs qui déterminent ces difficultés? Et comment améliorer l'enseignement/ l'apprentissage du français pour surmonter ces difficultés.

**Mots - clés:** français langue étrangère, culture, connaissances, apprenants arabophones.

### **Contact**

Alsadag H. E. Alsadag

Département de Français

Université de Sirte

Faculté des lettres, Libye

[alsadag\\_alsadag@yahoo.com](mailto:alsadag_alsadag@yahoo.com)

## **A cross-cultural study of the smile in Russian and English speaking world**

**Maria A. Arapova**

Lomonosov Moscow State University, Russia

[arapova@ffl.msu.ru](mailto:arapova@ffl.msu.ru)

### **Abstract**

Smile is a universal facial expression, but the use of smiles in communication varies across cultures. This may cause some misunderstanding. Both Americans and Europeans experience the same frustration and indicate communication failure when they do not find smiles at faces in Russia. At the same time there is a commonplace in the Russian perception of Westerners that their smiles look artificial and insincere. What is the reason of such variety? Why Russians don't smile in some contexts?

The study of the use of a smile as a nonverbal sign in a few chosen communicative contexts across Russian, European and American cultures showed the difference in its meaning and distribution according to the cultural tradition.

The reason could be found in Russia's history comparing to that of Western Europe as well as in the specific restrictions in Russian Orthodox Christianity and the traditions of laugh in Russia.

It is clearly expressed and kept in the Russian language. If we compare Russian "ulybka" and "ulybatsya" with English "smile" we can see both common semantic elements and different connotations.

**Key words:** intercultural communication, smile, non-verbal sign, language, semantics, connotation

### **Contact**

Maria A. Arapova

Department of Linguistics and Intercultural Communication

Faculty of Foreign Languages and Area Studies

Lomonosov Moscow State University,

Lomonosov Str., 31, Bldg. a

119192 Moscow

Russia

[arapova@ffl.msu.ru](mailto:arapova@ffl.msu.ru)

## **Persuasion and suggestion as priorities in psycholinguistic survey of political discourse**

**Zarine Avetisyan**

Gyumri State Pedagogical Institute after M.Nalbandyan, Republic of Armenia

[zarinaavet@mail.ru](mailto:zarinaavet@mail.ru)

### **Abstract**

Nowadays the ongoing interdisciplinary dialogue provides a rich soil for linguistic cultivation. There can be no mistaking in the fact that linguistic phenomena can't be studied from a purely linguistic perspective while doing discourse analysis.

The present paper dwells on the psychological inside of political discourse trying to reveal psycholinguistic phenomena, namely persuasion and suggestion, interwoven in political text and talk. The research aims to prove that the speech strategy of manipulative argumentation implemented in political discourse rests on persuasion and suggestion in deeply fundamental ways.

Persuasion appeals mainly to human logic; manipulation reportedly affects human subconsciousness. The present research reveals that persuasion is hardwired to argumentation, whereas suggestion underlies manipulation. However in the mainstream of political discourse these two powerful means of impact are inextricably intertwined constituting the psycholinguistic basis of the speech strategy of manipulative argumentation implemented in political discourse.

**Key words:** persuasion, suggestion, manipulative argumentation, political discourse

### **Contact**

Ph.D., Assist. Prof. Zarine Avetisyan

Republic of Armeni

Gyumri 3526

Ani district, Charents str., Post Office 13

[zarinaavet@mail.ru](mailto:zarinaavet@mail.ru)

## Visual advertisement: A tool for English language teaching?

**Mária Babocká**

Constantine the Philosopher University, Slovakia

[mbabocka@ukf.sk](mailto:mbabocka@ukf.sk)

### Abstract

Visual advertisement as one of the phenomena of modern times is often an inseparable, though undesirable, part of our everyday lives. Current trends indicate that there are still more and more anglicisms, internationalisms and particles of different cultures penetrating into visual advertisement of many towns and cities all around the world, and Slovakia is no exception. The crucial question of this article is: How is it possible to use visual advertisement in English language teaching and learning? To answer this question, the examination is focused on: (1) defining the role and characteristic traits of visual smog; (2) searching for the linkage between the psychological principles of visual smog and psychology of learning foreign languages; (3) the frequency of anglicisms and internationalisms in visual smog in particular areas of selected Slovak cities; (4) concrete suggestions for teaching practice based on the previous findings.

**Key words:** visual advertisement, English language teaching, anglicisms, culture

### Contact

Mgr. Maria Babocka, PhD.

Department of Language and Cultural Education

Faculty of Education

Constantine the Philosopher University

Drazovska 4

949 74 Nitra

Slovakia

[mbabocka@ukf.sk](mailto:mbabocka@ukf.sk)

## **Women empowered or victimised: A gynocritical analysis of *Jane Eyre* and *Wide Sargasso Sea***

**Kübra Baysal**

Kastamonu University, Turkey

[kbaysal@kastamonu.edu.tr](mailto:kbaysal@kastamonu.edu.tr)

### **Abstract**

Written by Jean Rhys in 1966, *Wide Sargasso Sea* is a novel presents the background for Charlotte Bronte's *Jane Eyre* of 1847. Two novels are indeed intertextual for using the same characters, namely Antoinette and Rochester, with the history of these characters first in *Wide Sargasso Sea* and then *Jane Eyre* forming the basis for respective narratives. However, *Wide Sargasso Sea* comes up with an alternative to *Jane Eyre* when handled with a feminist perspective and puts the emphasis on indigenous people along with their culture under the rule of the white European coloniser. In the comparative analysis of *Jane Eyre* and *Wide Sargasso Sea* through gynocriticism, the paper shall reflect similarities as well as diversities in the texts referring mostly to the female protagonists, Jane and Antoinette, as active or suppressed women characters.

**Key words:** Rhys, Bronte, gynocriticism, indigenous, feminism.

### **Contact**

Kübra Baysal

Kastamonu Üniversitesi

Yabancı Diller Bölümü Fazıl Boyner Yüksekokulu Kuzeykent

Kastamonu 37200

Türkiye

[kbaysal@kastamonu.edu.tr](mailto:kbaysal@kastamonu.edu.tr)

## **Changing role of Indian woman: A glimpse into two Bollywood movies *English-Vinglish* and *Queen***

**Mahuya Bhaumik**

Derozio Memorial College in Kolkata, India

[mahuarc@yahoo.com](mailto:mahuarc@yahoo.com)

### **Abstract**

Bollywood, being one of the biggest film industries of India, is an interesting area of research to understand the socio-cultural perspectives of today's India. My paper would focus on the changing role of Indian woman. It would argue if the change is merely superficial or the Indian woman has been successful to negotiate with and challenge the patriarchal social structure. These multiple issues would be discussed with special reference to two of the latest Bollywood movies, namely, *English-Vinglish* and *Queen*.

The focus on these two movies is because both concentrate on emancipation of woman. Sashi, the central character of *English-Vinglish*, despite facing all kinds of humiliation in her own family and finally learning English (her inability to speak in English being one of the primary reasons for her being ridiculed in her family) comes back to her family at the end. *Queen* showcases a different kind of emancipation where Rani, the leading lady of the movie, being dumped by her fiancé, decides to go for her honeymoon trip all by herself and recognises herself anew.

These two movies are examples of the changing role of woman who does not need a male to rescue her from danger or to console her in her tears. She is a self-sufficient woman who does not forget her roots. Both the movies generate thought-provoking questions about the status of woman in present India and can be employed as lenses to see through the multiple layers of the gendered Indian society and draw a comparison between the position of women in India and abroad.

**Key words:** India, Bollywood, woman, patriarchy, emancipation

### **Contact**

Mahuya Bhaumik

Derozio Memorial College

Kolkata

India

[mahuarc@yahoo.com](mailto:mahuarc@yahoo.com)

## **EFL textbooks and their tasks for teaching English pronunciation**

**Michal Bodorík**

Constantine the Philosopher University, Slovakia

[michal.bodorik@ukf.sk](mailto:michal.bodorik@ukf.sk)

### **Abstract**

There are a number of different EFL textbooks that are recommended by Slovak Ministry of Education and used for teaching English language to Slovak learners. These teaching materials contain various tasks and activities that should support the acquisition of English pronunciation and so help the learner in production of understandable oral production. For this reason it is important to look at these materials to what extent do they incorporate the needs of Slovak learners and what is really taught at schools. With the assistance of content analysis the attention will be paid mainly to those tasks that deal with aspects of English pronunciation (segmental and suprasegmental phonology) within these materials. The results from the inquiry will be further used within a broader research about overcoming the pronunciation errors and to draw steps for better awareness of this issue.

**Key words:** content analysis, pronunciation tasks, teaching English pronunciation, textbooks

### **Contact**

Mgr. Michal Bodorík

Department of Language and Cultural Education

Faculty of Education

Constantine the Philosopher University

Drazovska 4

949 74 Nitra

Slovakia

[michal.bodorik@ukf.sk](mailto:michal.bodorik@ukf.sk)



## Teaching foreign languages in the Czech Republic

**Marie Černíková**

Ministry of Education, Youth, and Sport, the Czech Republic

[marie.cernikova@msmt.cz](mailto:marie.cernikova@msmt.cz)

### Abstract

The paper discusses history of foreign language education in the Czech Republic and the variety of the foreign languages the Czech learners can choose from. The special attention is paid to the question of foreign language education for future jobs (vocational foreign language education).

**Key words:** foreign language education, teaching and learning foreign languages, Czech Republic, language education for job

### Contact

PhDr. Marie Černíková

Ministerstvo školství, mládeže a tělovýchovy

Karmelitská 7

118 12 Praha 1

[marie.cernikova@msmt.cz](mailto:marie.cernikova@msmt.cz)

## Teaching English to gifted pupils

**Eva Farkašová**

VÚDPaP, Slovakia

[eva.farkasova@vudpap.sk](mailto:eva.farkasova@vudpap.sk)

### Abstract

The giftedness in its global meaning is considered general cognitive capability, though there are recognised its special types, e.g. verbal-linguistic, logical-mathematic, visual-spacial, and other abilities (in accordance with Howard Gardner's theory of multiple intelligences). Identified gifted pupils at primary school-level are taught inclusively, together with other children, or exclusively, in special classes or schools. Their qualities and interests can be different but their eagerness to get new knowledge is enormous. A possibility how to enrich and enlarge the content of subjects is to involve special procedures of teaching FL, concretely English. The paper presents and discusses some examples of using materials and practices to develop and foster learning interests of gifted young learners.

### Contact

PhDr. Eva Farkašová, CSc.

Výskumný ústav detskej psychológie a patopsychológie

Cyprichova 42

831 05 Bratislava, Slovakia

[eva.farkasova@vudpap.sk](mailto:eva.farkasova@vudpap.sk)

## **Anne Sexton's confessional tradition and individual talent**

**Barsoom Gad**

Community College in Guriat, Saudi Arabia

[bfbarsoom@ju.edu.sa](mailto:bfbarsoom@ju.edu.sa)

### **Abstract**

In his most influential essay "Tradition and the Individual Talent," T. S. Eliot emphasizes the significance of tradition and the importance of the past in the creative poetic process as well as the fact that every artist has his own original and individual themes and techniques that separate him from his group. Anne Sexton, the Confessional American woman poet, is a good example that proves this everlasting notion of the allusion to the "the dead poets" of the past together with the inevitable existence of the innovative original talent of the poet. Chiefly, Sexton is labeled "Confessional" and is almost always linked with the most remarkable Confessional poets like Robert Lowell, W. W. Snodgrass, John Berryman, and Sylvia Plath just because of her employment of extraordinary personal experiences in an unusual manner. However, the Confessional mode is not an absolute new movement; it has its roots in the British tradition of the Metaphysical lyrics of John Donne and Andrew Marvel, for instance. It is also manifest in the American tradition of New England Puritan Poetry as in Anne Bradstreet's "Submission to Chastisement" where the author speaks plainly about familial suffering to God. Moreover, Confessional themes and techniques can be seen in Walt Whitman's "Song of Myself" which can be compared with Sexton's "In Celebration of My Uterus." Meanwhile, it is Anne Sexton's exceptional Confessional "individual talent" that makes her an original and unique Confessional poet: the uncommon imperfect raw confession, the unconventional bold sexual imagery, the fearful and astonishing religious symbols and the excessive degrees of "impersonality" are all characteristic examples of Sexton's creative Confessional art.

### **Contact**

Barsoom Gad

Community College in Guriat

Saudi Arabia

[bfbarsoom@ju.edu.sa](mailto:bfbarsoom@ju.edu.sa)

## **Challenges in teaching legal English and efficient methods of evaluating Romanian students at the Faculty of Law and Public Administration**

**Roxana-Petruta Goga-Vigaru**

"Spiru Haret" University, Romania

[roxanavigaru@yahoo.com](mailto:roxanavigaru@yahoo.com)

### **Abstract**

The aim of this paper is to present the challenges in teaching legal English to non-native students from the Faculty of Law and Public Administration in a Romanian private university and to offer several suggestions for improving the methods of assessment. English for Specific Purposes has increasingly developed in the last decades and there is no argue that English has become lingua franca. Being the language of international legal practice, English is an important part of a legal training programme and, in order to face the challenges of the labour market in the future, students must be able to overcome the problems due to the differences between legal systems and languages. Teaching English for Specific Purposes is a never-ending process considering that, in order to achieve proficiency, constant training is needed.

**Key-words:** legal English, vocabulary acquisition, terminology, assessment, learners' needs

### **Contact**

Roxana-Petruta Goga-Vigaru

Faculty of Law and Public Administration

"Spiru Haret" University

[roxanavigaru@yahoo.com](mailto:roxanavigaru@yahoo.com)

## **Taking a literature circles approach to teach Academic English**

**Alistair Graham-Marr & William Pellowe**

Tokyo University of Science, Japan

[gmarr@rs.kagu.tus.ac.jp](mailto:gmarr@rs.kagu.tus.ac.jp)

### **Abstract**

Literature circles (LC), an activity framework for classroom discussion, has been adapted for EFL classes to help students engage more deeply with reading texts. In this approach, students read texts outside of class, and discuss the texts in class, using a specified discussion framework. Originally developed for L1 classes as a tool for teaching literature, LC has been adapted for EFL classes, not only to help develop reading skills, but also to help students develop their discussion skills. However, to date, many adaptations of LC have relied on graded fiction as source material, which is not always appropriate for tertiary education. Feeling pressure to match course content with the labour market needs of our contemporary global society, English departments are increasingly being asked to include more academic content in their classes. This requires that non-fiction be used as source material. This preliminary study examines student perceptions of an LC class using non-fiction as source material. The subjects of this short, qualitative, pilot study were engineering students at a university in Japan. Procedures of the class and the issues that emerged are discussed.

**Key words:** SLA, EAP, EFL, literature circles, reading, discussion

### **Contact**

Alastair Graham-Marr  
Department of Liberal Arts  
Faculty of Engineering  
Tokyo University of Science  
6-3-1 Niijuku, Katsushika-ku  
Tokyo 125-8585  
Japan  
[gmarr@rs.kagu.tus.ac.jp](mailto:gmarr@rs.kagu.tus.ac.jp)

## **Earth consciousness and self-realization: A deep-ecological study on the poetry of Sri Aurobindo and Paramhansa Yogananda**

**Sibasis Jana**

Panskura Banamali College, W.B., India

[sibasis.om@gmail.com](mailto:sibasis.om@gmail.com)

### **Abstract**

We live in a magical universe filled with great forces of life and death, creation and destruction, cycling and recycling, ascending and descending flux and reflux of natural laws. Nature herself is the divine mother in manifestation and the universe is her play of consciousness. She provides not only for material growth and expansion that moves outward, but supports our spiritual growth and development, which moves within. Nature possesses a qualitative energy through which we can either expand into wisdom or contract into ignorance. Nature functions through conscious forces, spirits which can be enlightening or darkening, healing, or harming. We are guided by our inherited or acquired tendencies and habits born of environment. Educators, physical culturists, preachers, reformers, doctors, Engineers and lawmakers all are seeking for peace and harmony and all are groping into darkness to live against the odds of life and environmental crisis. They are aspiring for the ways how to develop harmoniously all the factors of life and of man's nature. All our preservation, conservation, biodiversity management and Environmental justice movements would hasten us back to the time when nature could hold forth meaning and value. After all, there is this underlying aesthetic value that holds all life together and makes it collectively meaningful. Realization of this would mean a step towards the aesthetics of the spiritual. In modern times, the environment is becoming bad to worse. Global warming threatens humans' existence, wars are incessant, and all these bring humans and nature great destruction. Humans are forced to face these problems brought by the Industrial Revolution and reconsider whether the application of science and technology in a human-centered way is right or not. Inequality is a kind of manifestation of anthropocentrism. The inequality in human society is closely related to inequality between humans and nature.

In a land like India with its heterogeneous culture, multi-ethnic and checkered history, varied narratives, huge population, couched in diverse perceptions and points of view, and filtered through multiple discourses over a long period of time, people suffered from environmental crisis, economic gap, scientific exploration and ecocides. Geographically, historically and geo-psychically Indian narratives afford

pluralistic and complex readings. Philosophy, religion, and poetry have a deep history in this part of the land of India, as much as oppression, domination, and ideologies of resistance and subversions.

Both in Sri Aurobindo and Paramhansa Yogananda's poetry we have the smell of deep ecological consciousness and an interrelationship between man and the environment. They thought like humanity, the living environment as a whole has also the right to live and flourish. They stressed the fundamental philosophical questions about the impacts of human life as one part of the ecosphere. Their poetry seeks a more holistic view of the world where humans live in and seeks to apply it to life and its understanding. The phrase "deep ecology" was first coined by the Norwegian philosopher Arne Næss in 1973. Deep ecology seeks to develop this by focusing on deep experience, deep questioning and deep commitment.

The main norm for deep ecology is of self-realization and biocentric equality. The human species is a part of the Earth and not separate from it. A process of self-realisation or "re-earthing" is used for an individual to intuitively gain an ecocentric perspective. Proponents of deep ecology believe that the world does not exist as a resource to be freely exploited by humans. The main ethics of deep ecology are as follows—1. Richness and diversity of life forms contribute to the realization of these values and are also values in themselves. 2. Humans have no right to reduce this richness and diversity except to satisfy vital human needs. 3. The flourishing of human life and cultures is compatible with a substantial decrease of the human population. The flourishing of nonhuman life requires such a decrease. And Self Realisation means knowing all parts of body, mind, and soul that are in possession of the kingdom of God. Aurobindo's Poetry is marked with a distinct tone of metaphysical and supra-physical energies in the spiritual bindings of body, mind and cosmic nature whereas Yogananda feels nature and environmental ethics having sense of belongingness to it and nurture nature to save this beautiful planet Eco-philosophical Realization. In ancient India what the saint poets wrote in the Vedas, the Upanishads, the Ramayana, the Mahabharata with their environmental consciousness and moral values as being part of nature, is reflected in the 19<sup>th</sup> century and 20<sup>th</sup> century saint poets like Swami Vivekananda, Swami Ramtirtha, Sri Aurobindo, Swami Yogananda. While most of the critics and learned scholars wrote various articles and research papers on their Hindu philosophy, mysticism, aestheticism, spiritualism, but there is a paucity of Environmental consciousness and Self-Realization issue still untouched by the critics. What the Norwegian philosopher Arne Naes in his Deep Ecological theory wants to focus is still untouched. My article is an attempt to fulfill the area. I want to highlight the poetry of Sri Aurobindo and Paramhansa Yogananda in this perspective of deep Ecology.

These saint poets expressed the Indian cultural heritage and spiritual ethos creating an atmosphere of holiness which runs through The Vedas, The Gita, and the Upanishads in their poetry. The Hindu Philosophical concepts like maya, purusa, prakriti, om tat sat, sat-chit- anand etc are revealed spontaneously through their poetry. They are ever inspiring and guiding forces to the myriads of people of universal brethrenship. Their poems are charged with Vedanta philosophy, eternity, cosmic organization and mighty forces that influence the psycho-physical organisms of all living things. Thus my research proposal is an attempt to fulfill the gap which other research scholars left. By Paramhansa Yogananda's *"Songs of the soul"*, *"Whispers from Eternity"*, *"Metaphysical Meditations"*, *"Scientific Healing Affirmations"* and Sri Aurobindo's *"Collected Poems"*, *"Savitri"* I want to research on the deep ecological feelings in their poetry. Their poetry analysis in this field will give an Environmental study which will be a new step to save this world in reformative way. Deep ecological consciousness in their poetry will help us to have deep experience, deep questioning and deep commitment towards Environment and slowly but steadily we shall achieve pure mind and pure Environment with the sweet notes of Self-Realization.

**Key words:** deep ecology, Earth consciousness, self-realization, eco-philosophy

### Contact

Prof. Sibasis Jana  
Panskura Banamali College  
West Bengali  
India  
[sibasis.om@gmail.com](mailto:sibasis.om@gmail.com)



**“Keeping faith with Truth”:  
Katherine Mansfield’s symbolist approach to depictions  
of physical love**

**Janka Kascakova**

Carholic University in Ruzomberok, Slovakia

[janka.kascakova@ku.sk](mailto:janka.kascakova@ku.sk)

**Abstract**

Although Katherine Mansfield never openly joined the heated debate between realists and modernists epitomized in Virginia Woolf’s famous “Mr Bennet and Mrs Brown” concerning, among other things, the question of which or whose way is the best for grasping and depicting “reality” in a work of art, she did have a clear opinion on the subject and manifested it not only in her short stories, but often touched upon this issue also in the reviews of her contemporaries’ works. In one of them she praised the author for keeping “faith with Truth rather than with Truth’s ugly and stupid half-sister, Frankness” suggesting that she did not consider directness to be by default closer to conveying the truth, which, she believed, could be shown in a different, although indirect but certainly more “realistic” way.

The aim of this paper is to illustrate and discuss this quest for “truth” on the example of her approach to representations or depictions of physical love of the characters in her stories as opposed to the ways of the contemporary writers, both the realists and the modernists, whose work she was reviewing.

**Contact**

Janka Kaščáková

Katedra anglického jazyka a literatúry

Filozofická fakulta KU v Ružomberku

Hrabovská cesta 1

034 01 Ružomberok

[janka.kascakova@ku.sk](mailto:janka.kascakova@ku.sk)

## Using quantitative research approaches to place students in Japanese university English language classes

**Kristy King Takagi**

University of Fukui, Japan

[kjktakagi@hotmail.com](mailto:kjktakagi@hotmail.com)

### **Abstract**

In university English language programs in Japan, students are often tested soon after admission to the university in order to determine their level of English proficiency, so that they can be placed into classes at advanced, intermediate, and basic levels, a result that is generally seen as advantageous for both students and teachers. However, how these test scores are to be used to create placement lists is not always given extensive consideration, especially from a statistical perspective. For example, programs might simply combine test scores or use them in another relatively simple way, probably in part because the specialties of program administrators and teachers tend to be in areas such as linguistics and language, rather than quantitative research methods. In this paper, I will show how placement committees might improve their placement process by using one of a number of approaches from quantitative research methods, such as z scores, factor analysis, and Rasch analysis, to create English class placement lists of students. In addition, because results of these methods vary to some degree, I will discuss the advantages and disadvantages of each approach.

**Key words:** quantitative research approaches, English language placement testing

### **Contact**

Kristy King Takagi

University of Fukui

3-9-1 Bunkyo

Fukui City

Fukui 910-8507

Japan

[kjktakagi@hotmail.com](mailto:kjktakagi@hotmail.com)

**“They were never wrong”...  
Masters of word and picture about suffering**

**Piotr Kołodziej**

Pedagogical University of Cracow, Poland

[pako@up.krakow.pl](mailto:pako@up.krakow.pl)

**Abstract**

To handle physical, mental or existential pain, the man resorts to medicine, psychology, religion, philosophy... This issue is also discussed by writers and painters of all the epochs. Artists have the advantage though – using the language of art, they can reach the truth about human life which cannot be accessed in a different way.

The departure point for the considerations about suffering and the sense of debating about it by means of words and pictures is a poem by W. H. Auden *Musée des Beaux-Arts*, from which the title quotation is derived. Auden refers to P. Bruegel's *Landscape with the Fall of Icarus*, which applies to Ovid. In this draft, besides the aforementioned works (Auden, Bruegel; *Metamorphoses*), other paintings by Bruegel, a film by L. Majewski, *The Mill and the Cross*, and also prose by Z. Herbert *The Suffering of our Lord painted by Anonym from the circle of the Rhine Masters* are used. Thanks to that a reflection on the anthropology of the image, on making sense of the work in the reception process, and also the reflection on the morality of art and the morality of art understanding will be possible.

**Key words:** literature, painting, language of art, reception of art, anthropology of the image, morality of art, suffering

**Contact**

Piotr Kołodziej

Pedagogical University of Cracow

ul. Podchorążych 2

30-084 Kraków

Poland

[pako@up.krakow.pl](mailto:pako@up.krakow.pl)

## **Classification and quality criteria for digital teaching and learning resources in the field of foreign language learning**

**Zita Krajcso**

University of Vienna, Austria

[zita.krajcso@univie.ac.at](mailto:zita.krajcso@univie.ac.at)

### **Abstract**

Foreign language teachers use online repositories on everyday basis to find appropriate activities for their lessons. The question is: How can content providers support them in finding exactly what they need and in retrieving high quality resources?

This question has been discussed in the context of the European project “Open Discovery Space”. The answers are: taxonomy of searching mechanisms and quality criteria of online resources from the methodologic point of view.

Correspondingly, this paper introduces a classification of digital resources according to the four skills (speaking, writing, reading, listening/watching) and two language use types (grammar, vocabulary), representing the changing paradigm of foreign language teaching and learning. Further the paper identifies quality criteria for designing online learning materials with regard to title, description, instruction, task and activities. Finally, the findings are illustrated by an example of a learning scenario.

**Key words:** e-learning, classification, quality criteria, foreign language learning

### **Contact**

Zita Krajcso

University of Vienna

Austria

[zita.krajcso@univie.ac.at](mailto:zita.krajcso@univie.ac.at)

## Paraenetic character of modern Islamic prose

**Magdalena Kubarek**

Nicolas Copernicus University in Toruń, Poland

[magdakubarek@umk.pl](mailto:magdakubarek@umk.pl)

### Abstract

Paraenetic literature encompasses didactic literature, which propagates adequate and morally correct manner of action. One of features of paraenesis is its normativism, which proposed models of ideal heroes, characteristic for a given social background. Paraenetic literature has its roots in Ancient Greece. In the subsequent centuries Christianity, drawing from the ancient canon of an ideal man, proposed moral values and ideal heroes, hitherto unknown. At the same time, what Christianity did in the Middle Ages, Renaissance and Baroque, was develop new genres that aimed at conveying paraenetic content. The concept of aesthetic role of literature as opposed to its utilitarian character was created as late as in Romanticism.

In the Arab world the utilitarian and aesthetic functions stood hand in hand from the very beginning. Only in the 20<sup>th</sup> century the perception of the role of a literary work changed, as a result of European influence. In the 80s a movement described as "Islamic literature" emerged. This genre has a didactic function and aims at forming attitudes and moral behavior patterns that go in line with the rules of Islam. This paper analyses models of heroes, who are inspired by the Prophet Muhammad and face modern dangers and challenges, resulting from the Western pressure.

**Key words:** literature, Islam, Islamic literature, Arab world

### Contact

Magdalena Kubarek, PhD

Pracownia Języka i Kultury Arabskiej UMK

Ul. Bojarskiego 1

87- 100 Toruń

Poland

[magdakubarek@umk.pl](mailto:magdakubarek@umk.pl)

## **Culture as a distinctive feature of an ethnic group (based on example of Tatar of the Grand Duchy of Lithuania)**

**Joanna Kulwicka-Kamińska**

Uniwersytet Mikołaja Kopernika w Toruniu, Poland

[asiakk2@tlen.pl](mailto:asiakk2@tlen.pl)

### **Abstract**

The article is focused on Tatar ethnic group. It tries to show on its example, how one can be open on other cultures without losing one's identity and how to persevere in a different cultural environment. It refers to Tatars' religious writings as the source helpful in maintaining cultural identity. An example of connection between Tatar translations and European tradition of translation is used to characterize both permeation of cultures and features which served to build cultural separateness of Tatars living in the Grand Duchy of Lithuania.

**Key words:** diachronic linguistics, cultural heritage, research of texts, translation and interpretation, Kitab studies, Koran, Tatar ethnic group

### **Contact**

Joanna Kulwicka-Kamińska

Instytut Języka Polskiego

Uniwersytet Mikołaja Kopernika w Toruniu

ul. Fosa Staromiejska 3

87-100 Toruń

Polska

[asiakk2@tlen.pl](mailto:asiakk2@tlen.pl)

## The use of English language outside the classroom

**Anna Kurghinyan & Mane Sargsyan**

Armenian State Pedagogical University named after Khachatur Abovyan  
Republic of Armenia

[anna\\_kurghinyan13@alumni.aua.am](mailto:anna_kurghinyan13@alumni.aua.am)

### Abstract

This is a small research study the aim of which is to find out what type is more effective for learning foreign languages: distance learning or face to face learning. For this research data was collected with the help of survey participants of which are EFL and native speaker students. There are many ways of getting education now days. In this century of technologies people can use different tools such as cell phones, computers, Internet, Skype, etc. which make easier their learning process. Students can use those tools not only for face to face learning but also for distance learning. These two types of learning are quite different, and both of them have advantages and disadvantages. Different people think in a different way. Some of them claim that face to face learning is more effective because students can get better and deeper knowledge. Others say that distance learning is more comfortable way of studying as they can study at home, have much free time, or it is not as expensive as face to face learning. This mini research was constructed to find out which type is more effective for learning foreign languages - distance or face to face? This small study collected only EFL and native speaker student data. These first year students are studying in MA TEFL program.

The instrument that was used to collect data is a survey. For this mini research we used 12 samples. The students were given a questionnaire which included 7 questions about the distance learning and face to face learning of foreign languages. They answered those questions and explained their answers bellow each question in the space provided. With the help of SPSS program was done the calculating of the percentage of each answer. It was used also a table and a statistics bar to show the results of the study.

Because of the lack of time it was very difficult to use more samples and instruments in order to construct a bigger study. The results of our research show that none of students studying English language think that distance learning of foreign languages is more effective than face to face learning. This means that 83.3% of students think that face to face learning is more effective and 16.7% think that

both distance and face to face learning are effective. Our research also shows that the percentage of the students thinking that face to face learning of foreign languages is more effective than distance learning for native speakers is 100% and for EFL learners is 80% because 20% of them think that both learning types are effective.

In our research we asked the students to explain briefly their answers in the questionnaire. Most of the students (80%) think that for learning foreign languages face to face type more advantages than distance one because students can ask as many questions as they want. They can also improve their pronunciation, or do group work which helps to develop speaking skills. In distance learning the percentage of misunderstandings is higher than in face to face learning.

It is worth to mention that it would be much better to use a bigger sample in order to have more clear and reliable results. After our mini research we came to the conclusion that most of the EFL as well as native speaker students think that face to face learning is more effective than distance learning.

**Key words:** distance learning, native speakers, EFL speakers, effective learning, English language

## Contact

Anna Kurghinyan & Mane Sargsyan

Armenian State Pedagogical University named after Khachatur Abovyan

17 Tigran Mets Ave.

Yerevan 375010

Republic of Armenia

[anna\\_kurghinyan13@alumni.aua.am](mailto:anna_kurghinyan13@alumni.aua.am)



## Fairy tale and intertextuality in Michael Cunningham's *The Snow Queen* (2014)

Jaroslav Kušnír

Prešov University, Slovakia

[jaroslav.kusnir@unipo.sk](mailto:jaroslav.kusnir@unipo.sk)

### Abstract

In his *The Snow Queen*, Michael Cunningham depicts a story of two brothers with unhappy life which turns out, finally, to be a story on empathy and creativity. This story is loosely reminiscent of Ch Andersen's story of the same title to which Cunningham's story alludes. This paper will analyze the role of intertextuality and fairy tale in this novel to show a contemporary recreation of the famous story and the function of fairy tale genre conventions in contemporary culture. At the same time, this paper will try to show the author's emphasis on imagination and creativity as an alternative to materialist and consumerist way of life characteristic for contemporary consumer societies.

**Key words:** fairy tale, intertextuality, play, alternative, materialist culture, postmodernism, allegory

### Contact

Prof. PhDr. Jaroslav Kušnír, PhD.

Filozofická fakulta Prešovskej univerzity

Inštitút anglistiky a amerikanistiky

17. novembra 1

08116 Prešov

Slovakia

[jaroslav.kusnir@unipo.sk](mailto:jaroslav.kusnir@unipo.sk)

## **The literature of the Tatars of the Grand Duchy of Lithuania - characteristics of the Tatar writings and areas of research**

**Magdalena Lewicka**

Nicolas Copernicus University in Toruń, Poland

[magdalewicka@umk.pl](mailto:magdalewicka@umk.pl)

### **Abstract**

The literature of the Tatars of the Grand Duchy of Lithuania constitutes the most important and richest part of their cultural heritage, as well as a lasting trace of Tatar settlements in the Polish-Lithuanian Commonwealth. The literature that flourished during the spiritual revival of the Renaissance and Reformation somewhere in the seemingly God-forsaken, remote Eastern Borderlands has not been forgotten; on the contrary, it has been recognised as a unique phenomenon of great spiritual, literary and cultural value. This phenomenon manifests itself in the extraordinary combination of the oriental Islamic culture and Christian culture, two components that appear to be mutually exclusive but are in fact in perfect harmony with each other both in the life of society and in the literary works of Polish-Lithuanian Tatars.

The paper is dedicated to literary manuscripts of the Tatars of the Grand Duchy of Lithuania including their genesis on the background of the Tatar settlement in the territory of the Republic of Poland, characteristic features and typology of the manuscript basing on the criteria of the form and content. Further, the author discusses the research areas, starting from the description of the state of the research on Tatar manuscripts in the historical aspect, to the characteristics of the currently run research on this matter, as well as reporting the institutions running and coordinating the interdisciplinary and international activities within the scope of the research, editing and popularization of the issues connected with the kitabistics.

**Key words:** kitabistics, Tatars manuscripts, Tatars of the Grand Duchy of Lithuania, Arabic script in Belarusian and Polish

### **Contact**

Magdalena Lewicka, PhD

Pracownia Języka i Kultury Arabskiej UMK

Ul. Bojarskiego 1

87- 100 Toruń, Poland

[magdalewicka@umk.pl](mailto:magdalewicka@umk.pl)

## **The role and function of verbs in the communication process based on foreign language learning on A1 level**

**Monika Lis**

Pedagogical University of Cracow, Poland

[ace.edu@wp.pl](mailto:ace.edu@wp.pl)

### **Abstract**

What is a verb and its function in language? What is its role in foreign language learning starting from an elementary level?

Similar questions were asked even by Aristotle, the Stoics and Leibniz. The speaker will try to outline a pre-methodological period of linguistics, concentrating further on the achievements of the structuralists, pragmatics and cognitivists and their views on the meaning and role of verb in the communication process. The aim is to use theoretical linguistics achievements for effective foreign language learning on A1 level.

**Key words:** verb, communication, structuralism, pragmatics, cognitivism, language learning and teaching

### **Contact**

Monika Lis, PhD student (linguistics)

ul. Jaremy 14B/75

31-318 Kraków, Polska

[ace.edu@wp.pl](mailto:ace.edu@wp.pl)

## Mathematics and Liberature

Łukasz Matuszyk

University of Silesia in Katowice, Poland

[lukasz.filolog@gmail.com](mailto:lukasz.filolog@gmail.com)

### Abstract

The presentation will focus on the recent artistic phenomenon called *liberature*, in the context of its mathematical qualities. In this literary trend which inextricably connects the textual and physical layer of the work, each element is expected to be created according to a certain formula which, in turn, should bring a holistic piece of literature. After 1999, with the advent of theoretical and critical insights on liberature in Poland and elsewhere, much more mathematically-oriented works have appeared which are strictly *liberary*. In the presentation, I will base on the theoretical idea behind liberature when discussing Zenon Fajfer's liberary work *Ten Letters* (Pol. *Dwadzieścia jeden liter* [twenty-one letters]). The piece will be analysed mainly from the point of view of geometry and the intriguing play with numbers, which is visible already in the very title – the ten-lettered word *Ten Letters*. Both of the mathematical elements enumerated – i.e., the game of numbers and geometry – are inextricably connected with the liberary construction of the whole volume and of language in Fajfer's work.

**Key words:** liberature, mathematics, game in literature

### Contact

Łukasz Matuszyk, MA

ul. Grota-Roweckiego 5

41-200 Sosnowiec

Poland

[lukasz.filolog@gmail.com](mailto:lukasz.filolog@gmail.com)

## **What are the possibilities of using Chinese literacy learning to help Chinese American students maintain their racial and cultural identity?**

**YihYeh Pan**

Sanno University, Japan

[pan@mi.sanno.ac.jp](mailto:pan@mi.sanno.ac.jp)

### **Abstract**

The Chinese language schools in major cities across the U.S. play a role similar to the bilingual programs offered in American primary schools. While teaching at a Chinese language school, through my interaction with Chinese parents and students, I learned that their common experience is that no matter how diligently Chinese immigrants study and act within the mainstream culture, they are still perceived “differently” in many ways in American society. Preserving minority languages and cultures can be challenging in a predominantly monolingual society. This paper discusses the importance of putting children in bilingual learning environments and how Chinese teachers can use their teaching role to support Chinese students not only in maintaining cultural identity but also in recognizing their racial identity in U.S. society.

**Key words:** Chinese American, racial identity, cultural identity, language

### **Contact**

YihYeh Pan

Sanno University, Japan

[pan@mi.sanno.ac.jp](mailto:pan@mi.sanno.ac.jp)

## Is relevance theory applicable to proverbs' translation?

**Anca-Marianna Pegulescu**

Romanian Ministry of Education and Scientific Research, Romania

[a\\_pegulescu@yahoo.com](mailto:a_pegulescu@yahoo.com)

### Abstract

Translation, viewed as a multi-faceted task, can arise different types of difficulties. Proverbs have been considered special patterns, displaying sometimes hidden meanings or suggesting morals issuing from a particular example. These paremic units – the proverbs – conveyed feelings, states of mind, behaviours or ‘metaphorical descriptions of certain situations’ (Krikmann).

Starting from Savory’s list of pair-wise contradictory translation principles, I intend to prove that the link between different ‘forms’ and their ‘contents’ lies in the principle of relevance when referring to proverbs. Even if relevance theory is not a theory of linguistic structure – and many translation problems imply structural mismatches – relevance theory offers insights about contextual information.

Proverbs are seen as texts in themselves. My analysis will target the ethnofields of ‘to buy’ and ‘to sell’ in English proverbs and their Romanian corresponding versions.

**Key words:** context, ethnofield, focal area, meaning, principle, structure.

### Contact

Anca-Mariana Pegulescu, PhD

Inspector general for English, Japanese and Chinese

Romanian Ministry of Education and Scientific Research

28-30, G-ral Berthelot St.

Bucureşti

România

[a\\_pegulescu@yahoo.com](mailto:a_pegulescu@yahoo.com)

## Comparative view on the consonant “h” in English and Slovak

**Božena Petrášová**

University of St Cyrilus and Methodius in Trnava, Slovakia

[petrasovabozena@gmail.com](mailto:petrasovabozena@gmail.com)

### Abstract

This paper analyses the basic characteristics of the consonant “h”. In the first part of the article, we point out that “h” is recognised as a separate phoneme with distinctive features as well as a grapheme found in the written form in both English and Slovak. However, from the phonetic point of view, it is classified in a different way in these two languages. English sees it as a voiceless glottal fricative, Slovak as a voiced glottal fricative.

In the English language, we also find occurrences of “h” as a silent consonant, especially in the words borrowed from French, which never happens in Slovak. Specific qualities of the English “h” are encountered in connected speech as well and reflected in weak forms. As far as assimilation is concerned, the consonant “h” provides particular properties not only in English but also in Slovak.

The second part of the article studies occurrences of the letter “h” in various positions in English and Slovak words. The presence of “h” in English consonant clusters and their transformation to speech sounds is discussed, too.

The final part of the paper briefly describes the main characteristics of the speech sound “h” in selected English and Slovak dialects.

**Key words:** consonant, phoneme, grapheme, weak forms, assimilation, dialect

### Contact

PhDr. Božena Petrášová, PhD.

KAaA FF Univerzita sv. Cyrila a Metoda v Trnave

Námestie J. Herdu 2

917 01 Trnava

Slovakia

[petrasovabozena@gmail.com](mailto:petrasovabozena@gmail.com)

## **Working on pronunciation: a comparison of 2 pronunciation training methods**

**Ingrid Pfandl-Buchegger & Milena Insam**

University of Graz, Austria

[ingrid.pfandl-buchegger@uni-graz.at](mailto:ingrid.pfandl-buchegger@uni-graz.at)

### **Abstract**

L2 research confirms that phonology is the language skill in which it is most difficult to become highly proficient later in life. Yet foreign-accented speech can have an impact on comprehensibility and plays a vital role in successful communication (e.g. Derwing and Munro 1997). In spite of the general consensus on the beneficial effect of pronunciation instruction, the question remains which approach proves most efficient in the language classroom. The present study tests two innovative pronunciation teaching methods with Austrian students of English. The first method has a strong auditory bias and aims at improving learners' pronunciation by enhancing their perceptual skills. The second method additionally focuses on visualization of articulatory processes and graphic feedback on various aspects of pronunciation. In our presentation, results for the first method from previous experiments (in the form of native-speaker evaluations and acoustic measurements of vowel production) and students' first reactions to the second method will be discussed. We will also focus on additional influencing factors such as the level of motivation elicited in the subjects by each method.

**Key words:** teaching methods, L2 learning/teaching, pronunciation training, foreign-accentedness

### **Contacts**

Mag.Dr. Ingrid Pfandl-Buchegger

Dept. of English Studies

University of Graz

Heinrichstraße 36/2, A-8010 Graz, Austria

[ingrid.pfandl-buchegger@uni-graz.at](mailto:ingrid.pfandl-buchegger@uni-graz.at)

Mag. Dr. Milena Insam

Dept. of English Studies

University of Graz

Heinrichstraße 36/2, A-8010 Graz, Austria



## Developing listening skill effectively in secondary education

**Michaela Sepešiová**

Prešov University, Slovakia

[michaela.sepesiova@unipo.sk](mailto:michaela.sepesiova@unipo.sk)

### Abstract

The paper describes a process of listening and the factors that influence listening comprehension within a CLIL context. It also classifies and explains the types of classroom listening and listening performances and mentions common problems occurring in listening comprehension with suggesting solutions to them. In the second part we analyse some activities for listening development that we have found interesting. In second language acquisition developing the listening skill is not so natural and causes many problems to learners. Being able to identify sounds that in one's native language do not exist can be very challenging and therefore must be systematically trained. Following our interest in the current state of listening skill development in secondary schools we decided to survey students' opinion on that issue.

**Key words:** Listening process. CLIL. Listening skill development. Teaching listening. Listening activities.

### Contact

Michaela Sepešiová

IAA FF PU

ul. 17. novembra 1

080 01 Prešov, Slovakia

[michaela.sepesiova@unipo.sk](mailto:michaela.sepesiova@unipo.sk)

## **Blended language learning using Moodle: Examining the significance of course design**

**Deborah Azaryad Shechter**

Tel Aviv University, Israel

[deborah.shechter@gmail.com](mailto:deborah.shechter@gmail.com)

### **Abstract**

The Division of Foreign Languages at Tel Aviv University offers courses for academic purposes in approximately fifteen languages. Like most English instructors in our Division, I have incorporated blended learning principles in my English courses for many years, using Moodle as the exclusive LMS (learning management system). In the past two years, I have used my extensive experience as an English teacher to develop and teach first and second year Turkish courses. During this process I have realized that course design is not to be taken for granted and that the layout of an advanced English course may not apply to other language courses.

In our digital age where Kindle is more popular than printed literature and course websites have replaced traditional textbooks, the question arises as to what is the ideal layout for such a website. What parameters should be considered when designing a course for blended language learning and how should its contents be formatted? How can a well-designed course website help enhance reading and writing and engender meaningful communication in the target language?

The aim of this paper is to illustrate an effective, user-friendly way of organizing materials (readings, videos, grammar and vocabulary lessons as well as forums and custom made on-line tests) for foreign language teaching using the Moodle platform. It is argued that the thematic course design which is commonly used for high intermediate/advanced English courses is less suitable for teaching foreign languages where students have little or no prior knowledge of the language. A model will be proposed for blended language learning in which custom made teaching materials are presented in a monthly chronological layout supplemented by certain thematic units. The audience will receive a detailed handout summarizing the characteristics of different course layouts and the benefits of the one presented in this paper. The guidelines given here will inspire language teachers to design an aesthetically appealing, uniquely tailored course website where educational materials will be easy to locate, so the students will be happy to explore its contents. Ideally, this website



will be both engaging and enriching and will cater to the specific needs of their classroom populations.

**Keywords:** Moodle, language teaching, blended learning, course design

**Contact**

Deborah Azaryad Shechter  
Division of Foreign Languages  
Webb Building  
Tel Aviv University  
Ramat Aviv, 6997801  
Israel  
[deborah.shechter@gmail.com](mailto:deborah.shechter@gmail.com)

## **Developing cognitive powers during the process of second language acquisition of very young learners**

**Zuzana Šimková**

Constantine the Philosopher University, Slovakia

[zuzana.simkova@ukf.sk](mailto:zuzana.simkova@ukf.sk)

### **Abstract**

The question related to the second language acquisition of very young learners is more and more frequent nowadays. How do children learn a second language? Is it like a native language acquisition or is it more likely about memorising the facts? Several researches strongly support the benefits of bilingualism in language, literacy, social, and cognitive development. We will analyze and discuss all these questions in our paper because the importance of second language knowledge is still rising. We all know that it's better to start learning foreign language as soon as possible because our cognitive powers work more efficiently therefore we will highlight the benefits of second language acquisition of very young children.

**Key words:** young learners, cognitive powers, acquisition, benefits of early second language acquisition

### **Contact**

Mgr. Zuzana Šimková

Department of Language and Cultural Education

Faculty of Education

Constantine the Philosopher University

Drazovska 4

949 74 Nitra

Slovakia

[zuzana.simkova@ukf.sk](mailto:zuzana.simkova@ukf.sk)

## What causes a headache to Slovak teachers of legal English?

Janka Spálová

University of St Cyrilus and Methodius in Trnava, Slovakia

[janka.spalova@gmail.com](mailto:janka.spalova@gmail.com)

### Abstract:

Legal language and legal terminology are characterized by semantic precision, clarity, consistency, briefness and non-expressivity. However, legal practice and translation work point to the fact that in practice this characteristics does not apply, especially in the translation of legal terms from the source to the target language. This problem is more acute if a conflict of legal systems occurs - such as the Roman-Germanic and Anglo-American ones, which differ not only in their bases but also in spirit. The study attempts to clarify this fact by providing translation solution. The problem with translation of legal lexemes is not caused only by characteristics of the terms, but also by non - equivalency of terms or by the transition of legal branches, change of the term due to lapse of time and finally by the culture differences and the language itself. The paper deals with the concept of the term with which Legal English operates as well as with its characteristics that legal English breaks.

Since the late 20th century, people speak of the teaching as an expert profession. All the above mentioned facts about Legal English require from a teacher of legal English to be not only a language teacher but also a translator as well as professional in the field of law.

**Key words:** Legal English, term, legal system, translation, lexeme

### Contact

Mgr. et Mgr. Janka Spálová

KAaA FF Univerzita sv. Cyrila a Metoda v Trnave

Námestie J. Herdu 2

917 01 Trnava

Slovakia

[janka.spalova@gmail.com](mailto:janka.spalova@gmail.com)

## **In search of a common language: Teacher and student in educational space**

**Paweł Sporek**

Pedagogical University of Cracow, Poland

[psporek@interia.pl](mailto:psporek@interia.pl)

### **Abstract**

In my paper I would like to present the student and the teacher in educational space. I'd like to say about difficulties in communication between them and the search for a common language for dialogue. The context for this discussion will be the current socio –cultural and expectations space as teacher and student. The aim of the text will show the conditions which an agreement between student and teacher is possible and identify a common language cultural experience. Considerations will be conducted from the perspective of the anthropological concept of education and subjective view as student and teacher.

**Key words:** education, teacher, student, language of education

### **Contact**

Paweł Sporek, Ph. D.

ul. Żelazowskiego 9a/25

30 – 694 Kraków

Poland

[psporek@interia.pl](mailto:psporek@interia.pl)

## Visions, missions and beliefs

**Zuzana Straková**

Prešov University, Slovakia

[zuzana.strakova@unipo.sk](mailto:zuzana.strakova@unipo.sk)

### Abstract

Teacher training institutions usually have their visions and missions clearly stated in their profiles and teachers in higher education institutions try to comply with these ideas. However, trainees usually have their own beliefs they strongly cling to. The aim of this presentation is to analyse how the beliefs of trainees about learning and teaching foreign languages at the beginning of their training and see how these go together with what the trainers try head for. The presentation is based on the case study of English teacher trainees in Slovakia and reveals their initial perception of teaching profession.

### Contact

Doc. Zuzana Straková, PhD.

IAA FF PU

ul. 17. novembra 1

080 01 Prešov, Slovakia

[zuzana.strakova@unipo.sk](mailto:zuzana.strakova@unipo.sk)

## **Sociolinguistics in the textbooks in Polish primary school**

**Marta Szymańska**

Pedagogical University in Cracow, Poland

[marta.szymanska@post.pl](mailto:marta.szymanska@post.pl)

### **Abstract**

- Theoretical basis;
- Analysis of most popular textbooks in Polish primary school (textbooks for teaching polish as a native language), showing the sociolinguistic perspective of teaching;
- Types of exercises (communication roles, situation, context);
- Communicative competence in teaching language;
- Linguistic skills and communicative abilities;
- Basic goals of teaching;
- Teaching methods

**Key words:** communicative competence, language teaching, sociolinguistic in language teaching

### **Contact**

Marta Szymańska

Pedagogical University in Cracow

ul. Podchorążych 2

30-084 Kraków

[marta.szymanska@post.pl](mailto:marta.szymanska@post.pl)



## **The thousand and one tries: Storytelling as an art of failure in Rabih Alameddine's fiction**

**Zuzana Tabačková**

Constantine the Philosopher University, Slovakia

[ztabackova@ukf.sk](mailto:ztabackova@ukf.sk)

### **Abstract**

The paper discusses experimental fiction of Rabih Alameddine, an American writer of Lebanese origin, whose literary pursuits subvert Orientalist discourse based on the East/West dichotomy by focusing on the commonalities of the two. The recurring motif of searching for one's identity (while being trapped in-between two mutually distant and at the same time similar worlds) is reflected in the subversion of the traditional understanding of the narrative which is destined to a constant failure. Alameddine's storytelling is, in reality a "story-trying". By employing multiple narrators, intertwining plots, genres and languages, the author is striving hard to tell his-story about American homophobia, Lebanese sectarianism as well as the physical and psychological outcomes of war – a story which turns up to be a narration of the thousand and one failed beginnings.

**Key words:** Rabih Alameddine, American literature, identity, Orientalism, storytelling

### **Contact**

Zuzana Tabačková, PhD.

Department of Language and Cultural Education

Faculty of Education

Constantine the Philosopher University

Drazovska 4

949 74 Nitra

Slovakia

[ztabackova@ukf.sk](mailto:ztabackova@ukf.sk)

## **Language acquisition in tandem with Brazilian partners: A systematic-functional approach**

**Ulisses Tadeu Vaz de Oliveira**

[ulissesoliveira@ufgd.edu.br](mailto:ulissesoliveira@ufgd.edu.br)

### **Abstract**

Institutions have long recognized the need of their learners to participate in education programs through a flexible delivery of instructions. Over the past twenty years, interest in the intersection of foreign language teaching, the language learning process and the use of technology has given rise to a dramatic increase in the number of studies in tandem and teletandem. Tandem is hereby defined as web-based interactions with foreign language pairs where learners use communication tools for L2 acquisition. Through the use of technological resources and in a collaborative way, participants can experience situations of real use of the target language by interacting with a native or a competent speaker. Tandem learning is based on principles of autonomy and reciprocity, at levels that vary according to the proposals and the aims of the process. In this presentation, I intend to bring the development and the current state of the tandem language learning in Brazil in the university context. The observation includes the analyses of learners' perceptions of the use of technologies, with a view to identifying areas for enhancing the effectiveness of e-learning. Adopting the theoretical framework provided by the Systemic-Functional Linguistics, I look at the interpersonal implications on the learning process and the most accepted and effective computer-mediated methodologies and environments for Brazilian learners. The presenter aims to shed light on the following core issues: (a) the levels of interest, rejection and responsibility of the Brazilian graduating students as autonomous learners and tandem partners; (b) The students' savvy in some software applications. (c) The cultural and personality traces of the Brazilian partners in f2f and distance interactions.

**Key words:** tandem, systemic-functional grammar, language acquisition.

### **Contact**

Ulisses Tadeu Vaz de Oliveira

Rua Cornelia Cezósimo de Souza, 1470 - apto 302

79823-192 Dourados – MS, Brazil

[ulissesoliveira@ufgd.edu.br](mailto:ulissesoliveira@ufgd.edu.br)

## 1771 et au-delà : un tournant dans la réception de la langue et la littérature persane en France ?

**Helia Tavakoli**

Université Franche-Comté, France

[heliatavakoli@yahoo.fr](mailto:heliatavakoli@yahoo.fr)

### Abstract

From 1771 the Occident saw the first phases of the increased receipt of Persian works. This acceleration is noticed by the major translation of the sacred book *Avesta* in French, the publication of the Persian grammatical in English and also the translations of many Persian poems in English translations. The first real eighteenth-century Persian Studies were made in India by both French and English scholars: one, the indianist Anquetil-Duperron, translator of the *Zend-Avesta*, the other William Jones, resident in India, exhibited his grammatical studies in *A Grammar of the Persian Language*. We will try to search the knowledge and allusions of France on culture and Persian literature from 1771. To clarify our research, we try to answer to these questions : the publication of these two major works has contributed a genesis of the introduction of Persian Studies? What changes were spread from the appearance of these two works in France? And the nineteenth century was it also influenced by studies of these two scholars?

**Key words:** France, XVIIIe et XIXe centuries, Orientalism, Persian

### Contact

Helia Tavakoli

Doctorante à l'Université Franche-Comté

43 rue de l'Alouette

94160 Saint-Mandé

06 42 69 56 54

[heliatavakoli@yahoo.fr](mailto:heliatavakoli@yahoo.fr)

## Language in education – Instructions

**Nasiba Khadiyatullaevna Valieva**

National University of Uzbekistan, Republic of Uzbekistan

[valieva\\_nasiba@mail.ru](mailto:valieva_nasiba@mail.ru)

### Abstract

The paper discusses some contemporary issues related to classroom language learning. It was the focus of research studies in the 1960s and early 1970s. Such issues as teacher preparation and experience, class size, learners' need and attitudes, lack of well-defined classroom process and lack of agreement on what constituted successful learning were investigated. However, researchers' attention is now being directed to the social dynamics and discourse of the classroom.

### Contact

Valieva Nasiba Khadiyatullaevna

National University of Uzbekistan

Tashkent

Republic of Uzbekistan

[valieva\\_nasiba@mail.ru](mailto:valieva_nasiba@mail.ru)

## **The discreet horror of the Holocaust in Ida Fink's stories**

**Janusz Waligóra**

The Pedagogical University of Cracow, Poland

[jawa@up.krakow.pl](mailto:jawa@up.krakow.pl)

### **Abstract**

The topic of the article is writings by Ida Fink. Janusz Waligóra analyses the stories of the author of *Wiosna 1941* (*The Spring 1941*) which refer to the Holocaust. The analysis also draws one's attention to the poetics of "discreet horror" in which Ida Fink's stories are embedded. In her records the author does not underline the cruelty, but shows the terror of the situation by subtle narrative and compositional manoeuvres. The picture of death is de-emphasised by the psychology of characters, and the main subject of focus are complicated human relationships, where the author with a great delicacy presents various emotional states of people who, despite being sentenced to death, still try to survive the war.

Ida Fink's stories are different from the majority of Holocaust literature which exposes the severity and brutality of mass death. These stories stand out as an exceptional phenomenon among works by such authors as Tadeusz Borowski, Zofia Nałkowska, Leon Buczkowski, Henryk Grynberg or Bogdan Wojdowski.

**Key words:** Holocaust, literature, Fink

### **Contact**

Janusz Waligóra

The Pedagogical University of Cracow

ul. Podchorążych 2

30-084 Kraków

Poland

[jawa@up.krakow.pl](mailto:jawa@up.krakow.pl)

## **The perspectives of English language teachers on intercultural awareness at a university prep-school in Turkey**

**Burcu Yılmaz & Yonca Özkan**

University of Çukurova, Turkey

[burcu.yilmaz89@gmail.com](mailto:burcu.yilmaz89@gmail.com)

### **Abstract**

The spread of English as a global language raised some arguments against the centrality of native speaker norms of English in English language classrooms. Since most of the English speakers today are non-native, they are more likely to speak English in order to communicate with other non-native speakers of English. Therefore, the aim of English language teaching should be to provide the learners with varieties of English so that they gain an intercultural perspective of English. This research aimed to explore to what extent English language instructors in Turkey indicate intercultural awareness. Questionnaires and interviews were conducted with native English speaking teachers (NESTs) and non-native English speaking teachers (NNESTs) at a university preparatory school. The research findings provided remarkable information about teachers' perspectives. The findings revealed that most of the teachers believed the importance of intercultural teaching; however, they experienced some difficulties reflecting their intercultural awareness into the classroom. This study can contribute to English language teaching by displaying teachers' perspective on the issue. It can also help us look into the reasons underlying their beliefs about intercultural awareness, which may provide an insight into current situations in language classes. Also, the findings can suggest what should be done to enrich intercultural perspective in English language classrooms.

**Keywords:** nonnative English-speaking teachers (NNESTs), native English-speaking teachers (NESTs), intercultural awareness

### **Contact**

Burcu Yılmaz

University of Çukurova

Zirve Üniversitesi Kızılhisar Kampüsü 27260

Şahinbey- Gaziantep, Turkey

[burcu.yilmaz89@gmail.com](mailto:burcu.yilmaz89@gmail.com)

## Get empowered by CREAM

**Maria Zaheer<sup>1</sup> & Amina Shaikh<sup>2</sup>**

<sup>1</sup> Prince Sultan University, Saudi Arabia

[Marszaheer@hotmail.com](mailto:Marszaheer@hotmail.com)

Amina Altaf Shaikh

<sup>2</sup> Qassim University, Saudi Arabia

[gulamina@gmail.com](mailto:gulamina@gmail.com)

### Abstract

No matter whatever manner you learn it is possible to develop your study skills; Stella Cottrell (2003: 55) in this regard recommends the C-R-E-A-M strategy. The acronym C.R.E.A.M. was first coined by Cottrell. She recommends five strategies which seek to empower students with essential learning skills: **C-Creative**: Have the confidence to use individual strategies and styles, by applying imagination to learning. **R-Reflective**: Be able to sit with one's own experience, analyze and evaluate one's own performance, and draw lessons from it. **E-Effective**: Organize space, time, priorities, state of mind and resources (including Information Technology, IT), to the maximum benefit. **A-Active**: Be personally involved and by doing things, physically and mentally, in order to make sense of what you learn. **M-Motivated**: Be aware of one's own desired outcomes; keep oneself on track using short and long-term goals. Cottrell (2003) further explains that each individual strategy in the C.R.E.A.M. framework is in a dependent relationship with each other. For instance, being active fosters learning motivation and interest. Being interested and motivated requires reflection and making sense of your experience. I as an ESL instructor have attempted an action research to motivate my students' learning in the Reading/ Writing and Reading Circle 010 courses through the employment of Cottrell's CREAM framework. For the enhancement of teaching and learning, it is implied that teachers can make use of the C.R.E.A.M. strategy by designing meaningful activities to motivate their students to learn.

### Contacts

Maria Zaheer

Prince Sultan University, Saudi Arabia

[Marszaheer@hotmail.com](mailto:Marszaheer@hotmail.com)

Amina Altaf Shaikh

Qassim University, Saudi Arabia

[gulamina@gmail.com](mailto:gulamina@gmail.com)

## Designing an interactive ESP course: Using a learning management system to enhance the four skills of language

Orit Zeevy-Solovey

Israel

[solovey@post.tau.ac.il](mailto:solovey@post.tau.ac.il)

### Abstract

The Division of Foreign Languages at Tel Aviv university offers advanced ESP (English for Specific Purposes) courses to freshmen students of social sciences, exact sciences, engineering, nursing, physiotherapy, occupational therapy, and other fields. The ESP focal point is that English is not taught as a subject separated from the students' real world; instead, it is taught through a field that is relevant to the students.

We believe in [content-based instruction](#) which includes theme-based and adjunct learning. Our courses are built around themes of high interest to students and we develop a wide range of supplementary activities related to these themes in order to strengthen all language skills. We use both teacher compiled course booklets and Moodle, a free, open source learning management system (LMS) which offers a malleable online environment that can be "filled" with activities, texts, audio and video.

The aim of this paper is to share my experiences of designing an ESP course for occupational therapy students in which all 4 language skills are practiced. The process of selecting appropriate themes and resources, creating supplementary interactive activities and making use of the Moodle platform will be described. This can encourage other ESP teachers to incorporate both receptive (listening and reading) and productive (speaking and writing) skills into the thematic units of their courses.

When instructors make use of activities that have been specially designed to incorporate several language skills, they provide their students with situations that allow for well-rounded development and progress in all areas of language learning.

**Keywords:** ESP, content based instruction, Moodle, four language skills

### Contact

Orit Zeevy-Solovey

Ha'dudaim 1 st., Rosh-Ha'ayin

4807401 Israel

[solovey@post.tau.ac.il](mailto:solovey@post.tau.ac.il)



## The journey of self-recognition in literature

Ivana Žemberová

Constantine the Philosopher University, Slovakia

[izemberova@ukf.sk](mailto:izemberova@ukf.sk)

### Abstract

Self-recognition is a very complex issue. Regardless some specific features and predispositions that we are born with, all of us have to go a long way first in order to find out who we are and how we perceive ourselves in particular circumstances and periods of our life. The submitted paper concentrates on the motif of journey in selected literary works in relation to real life. It depicts and analyses the journey of the protagonists both in its literal as well as metaphorical meaning, as a journey of their personal growth and self-recognition, as a means of finding what they might have even possessed but were never aware of. Apart from focusing on the identity search of the protagonists of these literary works, the paper also discusses the affective function of literature and its possible impact on the personal growth of the reader.

**Key words:** self-recognition, quest, journey, personal growth, affective function

### Contact

Ivana Žemberová, PhD.

Constantine the Philosopher University

Dražovská cesta 4

949 74 Nitra, Slovakia

[izemberova@ukf.sk](mailto:izemberova@ukf.sk)



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