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**Book of Abstracts**

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5-7 December 2019, Rome, Italy

**BOOK OF ABSTRACTS**

## **Conference Organisers**

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

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## INTRODUCTION

Starting from 2014, the main intention of the series of interational conferences entitled *Language, Literature and Culture in Education (LLCE)* is to create a working platform for academics, researchers, scholars, teacher trainers and teachers to discuss, exchange and share their research results, projects, experiences, and new ideas about all aspects of studies in language, literature, culture and related areas in an effective international atmosphere. The series itself follows and enriches the tradition of the conferences *Foreign Languages and Cultures at School (2002-2013)*. The international dimension of the conference is every year ensured by personal or virtual engagement of participants from various schools and institutions from all continents.

The conference *LLCE2019*, held on 5 – 7 December 2019 in Rome, Italy, 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 2019*, later evaluated through a double-blind reviewing process and consequently recommended for publishing.

In addition, the list of LLCE2019 conference publications includes:

- the conference e-proceedings *LLCE2019* (ISBN 978-80-89864-15-7),
- the conference issues of *JoLaCE: Journal of Language and Cultural Education* (ISSN 1339-4584, <https://content.sciendo.com/view/journals/jolace/>)
- the conference issue of the research journal *Scientia & Erudition* (ISSN 2585—8556, <http://pdf.truni.sk/see>)

LLCE2019 Scientific Committee

## LIST OF ABSTRACTS: AUTHOR INDEX

### Zoe Ferraris's detective fiction: Investigating Saudi women

Nesreen Al-Harby

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**Abstract:** This paper examines the effects of employing genre, detective fiction, on the representation of women in Saudi Arabia through a deep study of Zoe Ferraris's trilogy: *Finding Nouf* (2008), *City of Veils* (2010), and *Kingdom of Strangers* (2012). I investigate the influence of post-9/11 socio-political context on the Orientalist depiction of Saudi land and people. Hence, I argue that Ferraris's trilogy depicts Saudi women's struggle to overcome marginalization and this is achieved through its employment of detective fiction and investigating women's abuse as much as crime. I contend that the novels' representation of Saudi women helps overcome the prevailing post-9/11 view of Arab/Muslim women as passive, oppressed and dominated. I further assert that the novels contrast Saudi economic advancement to social backwardness, which is achieved through highlighting conflicts between modernisation and tradition, sexuality and chastity, the public and the private spheres, appearance and reality, and rhetoric and truth. Finally, I demonstrate that despite the novels' effect in rectifying Saudi women's image in the West, they end up providing an Orientalist image of Saudi landscape and cities.

**Keywords:** detective fiction, female authors, Saudi literature, women's image



## Memory Mechanisms in Tan's *The Joy Luck Club* and Darraj's *The Inheritance of Exile*

Jousef Awad

University of Jordan

**Abstract:** This paper examines the intersection of the performativity of exile, gender, memory, and agency through the prism of postmodern feminism in Chinese American novelist Amy Tan's *The Joy Luck Club* (1989) and in Arab American novelist Susan Darraj's *The Inheritance of Exile* (2007). The paper suggests that in both novels the female subjects in perform exile through memory reflections that constantly remind them of their foreignness. They feel guilty if they do not perform their exilic self; therefore, they tend to isolate and denigrate themselves. Exile seems to be part of their fabric. Yet, the female characters cross these metaphorical borders through a mechanism of self-empowerment. They rebel against the androcentric and racial boundaries through re-connecting to their true selves. In undoing these social pitfalls, they succeed in embracing a powerful and dynamic mestiza consciousness. Hence, the paper discusses the mechanisms of memory and the schemes of transcending past recollections. It focuses on the workings of memory in ethnic women's narratives. The texts of these hyphenated American authors highlight the dialectical representation of remembrance in the diasporic narratives. Consequently, the paper underscores the intersectionality of memory, healing, and ethnic identity in both novel.

**Keywords:** Amy Tan, Susan Darraj, identity, exile, memory

## **President Buhari’s Anti-Corruption War in Nigeria: A multimodal discourse interpretations of selected cartoons**

**Olowu Ayodeji**

Rufus Giwa Polytechnic in Owo, Nigeria

**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, Mohamradu 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.

## **Language education support for children with different mother language in preschool age**

**Zuzana Bánovčanová**

University of Trnava, Slovakia

**Abstract:** With the increasing number of migrants in Europe, children from different cultural and language backgrounds are entering schools. Teachers and school principals in Slovakia are already encountering this problem. The contribution is focused on the support of language education for children, which the Slovak legislation calls as children of foreigners. The planned introduction of compulsory preschool education in Slovakia will bring an increase in the number of such children in kindergartens. Schools and kindergartens thus enter children who do not speak Slovak and teachers do not speak their language. The paper will point out the system of state support of language education for these children and their parents, which has significant gaps and we will suggest possible ways of support, which exist already in the Czech Republic.

**Keywords:** children with different mother language, language education, kindergarten, state support

## **The Influence of Hermetic Literature on Persian poetry: A case study of Ferdowsi & Attar**

**Hassan Akbari Beiragh**

Semnan University, Iran

### **Abstract**

Iranian Moslem philosophers, mystics and poets have often observed the highly eclectic character of that type of human thought. For instance Ibn 'Arabi and Suhrawardi of Aleppo, Ferdowsi, Attar and Rumi displays this eclecticism. One of those eclecticism is the Including Hermetic Thoughts in Persian Poetry. Hermetic writings are a good example of the attempt to retain both philosophy and the pagan, idol religions. It is evident, therefore, that the art of mixing together systems of thought and beliefs was known long before the Islamic period of Persian literature, and that syncretism was a prominent feature of the late Hellenic period. When Greek philosophy was translated into Arabic and then Farsi, many of the books of that period-the authors of which are unknown-must have been among its texts. The so-called "Theology of Aristotle"(Theologica) that actually was retained to him and "The Clarification of the Pure Good" and finally "The Hermetic Writings," are typical examples in this case. Every Iranian Moslem thinker set himself the task of reconciling Islamic dogma with the rational speculation which came to him under the name of Greek philosophy, whether it was genuinely Greek or Greco-Persian or Greco-Egyptian, or a mixture of all these and other elements. But nothing could have appealed to his heart more than the mixture of philosophy and religion known as the Hermetic Writings, which were probably designed for a purpose similar to his own.

In this article I will attempt to show how Hermetic theology by the same suspicious translations and interpretation has entered in Persian literature. I shall try to illustrate that influence by parallel examples of main ideas from both Hermetic texts and Farsi poetries, and to indicate the possible paths and directions through which the Hermetic ideas were transmitted to the Iranian thought in the post Islamic period. My focus in this article will be on the traces of Polytheistic theology in Persian poetry specially in Ferdowsi's works.

**Keywords:** Iranian- Islamic philosophy, Hermetic texts, Persian classic poetry, Intertextuality

## **Tropes-based difficulties encountering EFL students when interpreting literary text: towards promoting communicative competence**

**Souad Benguega**

Université Kasdi Merbah, Algeria

**Abstract:** It is proved that literature can develop EFL students' communicative competence. However, Algerian EFL students lack enthusiasm toward learning literature because of inability to understand and interpret figurative language which is based on the use of tropes. On the other hand, EFL teachers view teaching literature a difficult and demanding task. This study aims at investigating tropes-based difficulties that Algerian EFL students encountered when interpreting the meaning of literary text. To achieve this goal, a questionnaire is distributed to 30 students studying English Language at Kasdi Merbah University. The findings of this research showed that tropes-based difficulties affect negatively on EFL learners' performance when approaching literary text inside and outside of the classroom. These encouraging results provide us with a viable starting-point for teaching EFL students tropes in order to increase their interpretation of literary text so that to develop their competence when using English language for communicative purposes.

**Keywords:** EFL students, communicative competence, interpreting literary text, tropes-based-difficulties

## Teaching History through Italian: Human Geography realia as cognitive and pedagogical tools in monolingual undergraduate CLIL classes

Moreno Bonda

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**Abstract:** This paper discusses cognitive aspects of language and culture education. It tests a number of precepts on which the CLIL (Content and Language Integrated Learning) teaching approach is based. Specifically, the teaching of the history of the Mediterranean region in a monolingual class of learners of Italian as a foreign language is examined as a case study.

The author, basing on Jean Piaget notion that education results from the reflection on *previous knowledge*, challenges the CLIL *content first* principle discussing educational models based on the evaluation of students' preconceived ideas. Correspondingly, the manner and advantages of building a CLIL class around the translation and transposition of *culture-specific* concepts are discussed. Several cognitively challenging *realia* debated in the classes will be presented: (a) the perception of vertical spaces – i.e. mountains – confronting the Mediterranean and the Baltic Seas, which is especially relevant for students leaving in a completely flat land; (b) the practice of transhumance; (c) the perception of the borders and (d) that of identity and alterity in relation to geographical boundaries.

## **Problems of bilingualism in the context of mastering a foreign language**

**Helena Bourina & Prof. Larisa Dunaeva**

MGIMO University & Lomonosow State University in Moscow, Russia

**Abstract:** The foreign language education at a modern Russian university is implemented in compliance with established international levels and standards for higher professional education and is aimed at providing educational programs that meet the requirements of the Council of Europe. As a result, a Russian linguistic university seeks to form a special type of a bilingual person who would be capable of participating in intercultural communication. The interest in studying the problem of bilingualism is connected with an increase in intercultural communication in the world and development of cultural, political and economic processes occurring in multinational states. For this study, devoted to the development of a methodological system for teaching a foreign language in artificial learning conditions, the most important approaches to bilingualism are those, taking into consideration the level of proficiency in native and non-native languages. Level approaches to the consideration of the phenomenon of bilingualism are conventionally divided into three groups: functional, differentiated, identical. From the functional point of view bilingualism means competence in two languages and their use in communication, but the level of competence is not taken into account, which has a direct connection with the formation of a special type of a bilingual personality in the conditions of subordinate bilingualism, when the native language is acquired in natural linguistic environment, and foreign languages - in artificial language learning environment. In the framework of a differentiated



approach bilingualism implies a different level of command of two languages, where communicating with native speakers in the second language (a foreign language) is a necessary condition. The identical approach to bilingualism presupposes proficiency in the native and foreign languages at approximately the same level. The most common types of bilingualism are natural and artificial, determined on the basis of conditions of their occurrence. The most complete comparative analysis of the natural and artificial types of bilingualism is presented in A.E. Karlinkii. According to his concept, the main differences between the two types of bilingualism are manifested: *for the purposes and prospects of the practical use of a non-native language, in assessing the speech activity of a bilingual, in the number of social functions, in the types of connections with linguoculture*. In the course of the study, the following understanding of artificial bilingualism was formulated: competence in communicative bilingual skills sufficient for carrying out the process of communication within the framework of two language systems, formed outside direct contact with the speakers of the studied language, but in the process of training supervised by a teacher or a non-native speaker in specially created learning conditions. According to the differentiated approach, which is taken as a basis in this work, for bilingualism formed in educational conditions, any level of competence in two or several languages is possible, from beginner (A1-A2) to advanced (C1-C2).

### **Problems of artificial bilingualism in the aspect of teaching a second foreign language**

The process of mastering a foreign language at a Russian university is carried out in a specially organised linguodidactic environment, which implies a methodical system created in accordance with peculiarities of a natural linguocultural society. This system combines components of effective teaching and methods of pedagogical management ensuring a step-by-step development of

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students' linguistic personality based on European standards of language proficiency. The necessary basis for a modern linguodidactic environment is Information and Communications Technology (ICT), which opens unrestricted access to the world of native speakers in the global communication network. The linguodidactic language environment, which is based on ICT tools, demonstrates and thereby shapes sociocultural stereotypes, provides an opportunity to learn peculiarities of communicative behaviour in a foreign language. Moreover, such linguodidactic language environment ensures students' participation in real language communication and pushes the boundaries of conventional educational situations, thus, expanding students' experience of intercultural communication. It is advisable to study a foreign language basing on a comparative analysis of the specifics of a foreign and native language, as this facilitates the formation of communicative bilingual skills, and helps to understand the similarities and differences between Russian (native) and French (foreign language) speech.

## **Transtextual references and their role in *Middlemarch* by George Eliot**

**Agata Buda**

University of Technology and Humanities in Radom, Poland

**Abstract:** Although the novel *Middlemarch* is the example of a traditional, nineteenth-century English novel with its third-person narration and popular subjects (gender roles, realism of a Victorian world etc.), one may find much wider context George Eliot used to present her idea of a society in nineteenth-century England. It is the context of widely understood transtextuality, which, according to Gérard Genette, takes different forms and roles in a primary text. The work by Eliot contains mainly a great number of intertextual references, among them numerous allusions to classical texts of English literature, as well as metatextual relations concerning comments on both Victorian and ancient culture. The paper aims at presenting those transtextual ideas which seem to be the most crucial for deeper understanding of the world presented in *Middlemarch*. These ideas appear not only to enrich the language of the novel but also, and above all, to both praise and criticise the world depicted from a perspective of previous epochs.

**Key words:** transtextuality, Victorian novel, antiquity, realism

## **On developing sustainable education: Integrating STEM with CLIL**

**Ivana Cimermanová**

University of Presov, Slovakia

**Abstract:** The role of sustainability in education has received increased attention across a number of disciplines in recent years. The article discusses the studies and their results in the field of integrating foreign language learning and STEM subjects. It presents the studies focused on teaching science, technology, engineering and math and analyses (not only) its benefits for the sustainability of education. Even though a systematic understanding of how CLIL contributes to sustainability is still lacking the author based on a cross-sectional study analysed a number of studies and draws general conclusions. Taken together, these studies support the notion that CLIL in STEM supports meaningful learning, the principle of correlation with life, natural process and enables to develop communicative competence. Following those principles leads to a higher quality of education and sustainability of education.

**Key words:** sustainability, content and language integrated learning (CLIL), science, technology, engineering and math (STEM)

## Key moments in the process of development of language teacher-researchers' academic literacy

Jitka Crhová & María del Rocío Domínguez-Gaona

Universidad Autónoma de Baja California, México

**Abstract:** The present paper reports the results of a research project that focused on the development of academic literacy of a group of language professor-researchers at three public Mexican universities who reflected in their narratives upon their academic literacy development in their respective field, identifying some moments they consider crucial and that imply changes in the process. The results, based on content analysis procedure, indicate that the majority of the participants acknowledged their literacy level transformed significantly in a certain moment of their schooling, which they further linked to a particular scholar degree and/or sometimes in combination with thesis writing linked to that degree or to the thesis writing on its own. Other impact factors could be attributed to the process of academic production itself, while others gave the credit for the increase of the influence of mentoring and collaboration, or the necessity to comply with institutional policies and requirements that highlight academic productivity. To conclude, to foster academic literacy, we must know what environment nurtures and encourages it as well as the precise location of those transformative moments that marked its development.

**Keywords:** literacy practices-academic literacy- language teacher-researchers-language teacher professional development

## **Teaching receptive skills and the elements of culture through online sources to primary school learners of English**

**Karolina Ditych**

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**Abstract:** The article begins with a brief description of the characteristic features of primary school learners, who are divided into a group of lower primary learners (1<sup>st</sup>-3<sup>rd</sup> grade) and a group of upper primary learners (4<sup>th</sup>-6<sup>th</sup> grade), and their developmental needs, which must be taken into consideration before preparing any language course. The author emphasises the importance of developing receptive abilities in these two age groups, which come a long time before the development of productive skills. Then, the invaluable role of culture in child's development is described in relation to the learning environment. In the final part the author concentrates on introducing different ways of developing receptive skills and the elements of culture on the basis of existing online sources. Some educational reading platforms and public libraries accessible on the Internet are introduced to support teachers' knowledge in this field. The author's role is to present unpopular, in contemporary times, 'reading' as a pleasurable experience both for the students and the teachers.

## **The teacher`s educational style as an important factor of interaction and discourse in ELT** (plenary)

**Petr Dvořák & Lucie Betáková**

University of South Bohemia, the Czech Republic

**Abstract:** The teacher`s professional skills, mainly his/her social-psychological skills, play a crucial role in the classroom environment where foreign language teaching and learning take place. The wide range of the teacher`s social skills is reflected in his/her educational style. Wright (1987) defines educational style as a whole complex of the teacher`s attitudes and behaviour used to create best possible conditions for learning.

The paper presents findings of the research focusing on analyzing the role of the teacher`s educational style within the foreign language interactions and discourse implemented by secondary school teachers of English. The research was of a qualitative/quantitative character with the data acquired with the help of a questionnaire and a structured observation. First, the teacher-student interactions were analyzed on the basis of two dimensions forming the teacher`s educational style: the educational management and educational relationship between the teacher and the students. The second part of the research concentrated on the impact of the teacher`s educational style on the target language interaction in the classroom.

**Keywords:** educational style, educational relationship, educational management, interaction, classroom discourse.

## **Slovak as a second language of children and possibilities of its development in kindergartens**

**Markéta Fil'agová**

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**Abstract:** The paper deals with the possibility of supporting children with different mother tongue in learning Slovak in the institutional environment of kindergartens. As the current conditions do not legally recognize the category of children with a different mother tongue, these children are not entitled to any special systematic assistance in learning the state language. Teachers are left in this process without any helping hand. Therefore, in the following paper we consider the possibilities of inspiration that can be transferred to pre-school practice in the field of foreign language teaching and special education and their potential benefit for children who do not know the language used in kindergarten. The common feature of these procedures is their visualization, which represents underdeveloped language expression, their individualization according to the possibilities and needs of specific children, which affects the emotions of the child and encourages motivation to enter the communication situation and last but not least the low-cost solutions.

**Key words:** children with different mother tongue, Slovak as a second language, kindergarten



## Kashubian as an ausbau language: a sociolinguistic perspective

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**Abstract:** The article addresses a long-standing issue with regard to the status of Kashubian, a lect spoken in northern Poland. Should it be treated as a language, or a 'mere' dialect of Polish? To answer the question, one may turn to the concepts of *abstand* and *ausbau* languages postulated by Kloss (1967). An *abstand* language is one that is distinctly separate from any other languages. In turn, an *ausbau* language is a standard variety which often develops from a part of a dialect continuum. Hence, Kloss's framework addresses situations in which varieties belonging to a dialect continuum have been standardized and elaborated upon to be considered separate languages although are (partially) mutually intelligible. As to Kashubian, one may claim that it was an *abstand* language in the past to be subsequently relegated to a dialect-like status in the process of near-dialectalization. In the recent decades, there have been attempts to standardize Kashubian and expand its scope of use to the areas previously occupied by Polish. Kashubian has an extensive body of publications such as grammars, dictionaries and literature. Furthermore, the lect has made advances into numerous new areas: it is used, *inter alia*, in the media, in the church, or as the language of schooling and education. All things considered, it seems plausible to postulate that Kashubian has attained the status of an *ausbau* language.

**Keywords:** sociolinguistics, *abstand* and *ausbau* languages, Kashubian, standardization

## Historical Bratislava in literary fiction and film adaptation

**Dominika Hlavinová Tekeliová**

Constantine the Philosopher University in Nitra, Slovakia

**Abstract:** The aim of the paper is to characterize the city of Bratislava after the First World War as a literary space in the short story *Worst Crime in Wilson City* (Najhorší zločin vo Wilsonove) and its film adaptation *Wilson City* (Wilsonov). For millions of Czechs and Slovaks, US President W. Wilson was a legendary figure. Multi-ethnic city wanted to gratify him and suggested to name this free and independent city after him. This short episode of our history was interesting for Slovak writer Michal Hvorecký, who set a mysterious (horror) short story in *Wilson City* (Bratislava). Topos of the city became the basic organizational, respectively, structural element on which the story is built. In the film adaptation of Czech director Tomáš Mašín there was a shift in the genre and the film is a detective comedy, or parody of historical events that happened (or could have happened). The paper focuses on the motif of the city, compare this urban space in the literary and film form. It tries to answer the question whether the city – space is only the backdrop of the story or it becomes its (role)player.

**Keywords:** Bratislava, Wilson City, literary work, film, adaptation.

## Adaptation in news transference

**Jolita Horbacauskiene & Adrija Kalpokaite**

Kaunas University of Technology, Lithuania

**Abstract:** News translation is inherent part of the Translation and Adaptation studies because it is interdisciplinary process. Furthermore, news translation includes not only translation, but also editing which defines the transformations of the target text that conforms to the needs and conventions of the target culture. News translation encompass many processes, such as text formation, translation and its strategies, adaptation, transediting processes, cultural and social context. The main aim of this study is to analyse and discuss transformations of the text, translation strategies and adaptation level of the target text. The typologies presented by Gambier (2006) and Mossop (2010) are taken as methodological background for this study. The results of the current study indicate that the most frequent adaptation type employed was situational and cultural trans-editing which was attributed to the summarizing and fictive reporting.

**Keywords:** news translation, adaptation, trans-editing process, culture.

## **Challenges and possibilities of English as medium of instruction: lecturers' attitudes and practices**

**Jolita Horbacauskiene**

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**Abstract:** Study programs and modules conducted in English as medium of instruction (EMI) becoming one of the most important aspects of higher education internalization in non-English speaking European countries. The main reasons behind this are to attract foreign students, to improve the intercultural competence and skills of domestic students, and to promote the international profile of the institution fostering networking and partnerships in research and education (Westerholm and Räsänen,2015). Recently, a number of studies explore EMI policies and practices as well as challenges for students and educators (Dioz, Lasagabaster et al., 2012; Galloway et al., 2017). The current study seeks to answer the research questions of how the practicing of EMI helps university lecturers to further develop language skills and other competences related to action-oriented approach. The analysis presents the results of the semi-structured interviews with the lecturers employed in one of the largest technological universities in the Baltic states.

**Keywords:** English as medium of instruction, technological university, lecturers' attitudes and practices, language competences.

## **Effects of non-native instructors' L1, beliefs and priorities on pronunciation pedagogy at secondary level in District Rajanpur, Pakistan**

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**Abstract:** This paper aims to know the effects of the pronunciation of non-native instructors upon non-native learners at secondary level and emphasizes on incorporating pronunciation into their classes. The study is designed to know the existing beliefs and priorities of non-native instructors regarding pronunciation by having their interviews and observing the process of teaching and learning in the classrooms. For data, 60 government schools English teachers were selected randomly from District Rajanpur. The results of the research revealed that lack of subject specialist teachers of English language, un-availability of in-service courses for pronunciation teaching, typical memory-driven examination system, and shortage of resources and untrained teachers in phonetics and phonology are the root causes.

**Keywords:** non-native instructors, beliefs, pronunciation, pedagogy, phonetics, phonology.

**Gender politics in Shakespeare's  
'*The Taming of the Shrew*' as a stimulus  
for active learning and student engagement  
in the EFL classroom**

**Louise Kocianova**

Trnava University, Slovakia

**Abstract:** An active approach in the classroom dominates the teaching of Shakespeare in UK schools and its benefits are widely acknowledged for bringing together thought and action in symbiotic relation (Gibson, 2000). In the EFL classroom however, the use of classic literature can seem daunting to many students and teachers for reasons including a lack of teacher expertise and poor language skills and acting abilities in students. This paper presents findings as a result of pedagogical practice with Slovak secondary school students who studied and performed scenes from the play, alongside engaging with issues of gender politics and controversy in the play as a stimulus for debate and discussion.

The research focuses on the impact of the pedagogical style on the engagement and attainment of students and the extent to which their listening skills and spoken fluency were improved by the project.

**Key words:** performance pedagogy, active approaches, Shakespeare, literature, gender

## The role of the addressee in the jury trial discourse

**Olga Krapivkina**

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**Abstract:** The role of the addressee as a factor determining discourse of legal professionals is analyzed. The important role of this communicative factor makes it necessary to account for the effect of the addressee on jury trial discourse production, to identify linguistic and cognitive mechanisms optimizing the communicative interaction of courtroom participants. The focus on the addressee, his/her phenomenological experience and knowledge makes legal discourse dialogical, and intensifies their interactive characteristics. Special attention is paid to the use of lay concepts instead of legal terms. The former ones form the shared interpretation context when legal professionals interact with lay persons. Clarity of opening and closing statements depends on the ability of the speaker to switch from the professional code to the lay language, define legal terms through lay concepts. The novelty of the research is due to the choice of the research trajectory – the addressee is considered as a crucial factor of courtroom discourse production. The perlocutionary effect of communication depends on the ability of the speaker to accommodate to lay participants, to knowledge and expectations of the lay audience.

**Key words:** addressee, courtroom discourse, lay audience, asymmetry, legal terms, lay concepts.

## **Teacher beliefs and their manifestation in teaching from the perspective of pre-service teacher trainees**

**Zuzana Lukáčová**

University of Prešov, Slovakia

**Abstract:** Teacher beliefs play an important role in addressing the issue of teacher training. Teaching philosophy has long been a question of great interest in a wide range of fields in teacher education. There is a growing body of literature that recognises the importance of what teacher trainees or teachers in general think, believe and do in teaching. Studies over the past two decades have provided important information on the possible factors that may impact the formation of teacher beliefs. The paper attempts to explore the relationship between previous school experience and the formation of teacher beliefs among teacher trainees who can provide viewpoints of a teacher and a student at the same time. Moreover, the paper examines teaching methods and techniques that the trainees apply in their teaching as a result of what they believe in as teachers. Data were obtained from semi-structured interviews conducted with pre-service teacher trainees as a part of feedback sessions during teaching practice. By employing a qualitative approach, the research contributes to a deeper understanding of the formation and manifestation of teacher beliefs in teaching.

**Key words:** method, teacher beliefs, teaching philosophy, teacher trainee



## Research of ability to differentiate words without visual support

**Monika Máčajová, Soňa Grofčíková, & Ľubomír Rybanský**  
Constantine the Philosopher University in Nitra, Slovakia

**Abstract:** Auditory differentiation is one of the key abilities in the development of phonological awareness. It is the starting point for phonemic differentiation, which can be defined as an ability to distinguish distinct features of phonemes in language by the audible way. Abilities of auditory differentiation are the most significant in writing in differentiating short and long vowels, audible similar sounds, sibilants, and in differentiating syllables /dy-di/, /ty-ti/, /ny-ni/, /ly-li/. Incorrectly perceived sounds change the meaning of the words as well as grammar and orthography. Presented study deals with theoretical issues and research findings in the ability to differentiate and identify heard words in Slovak preschool-age children. These abilities should be developed in preschool age and the main goal to facilitate the process of initial reading and writing. The research was focused on the child's ability to differentiate the same or different words by hearing without visual stimuli represented by pictures. The child heard the pairs of words and his task was to identify if words are the same or not. Following pairs of words were tested on auditory differentiation: nos-kos /nose-mow/, koláč-koláč /pie-pie/, koza-kozy /goat-goats/, lyže-líže /ski-lick/, kaša-kaša /mush-mush/. The research was conducted with 866 respondents at the age of four to seven years. The results are part of more extensive research focused on the development of a complex tool used to evaluate the 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 Phonemic Awareness of Pre-School Age Children.

**Key words:** word differentiation, word identification, phonemic awareness, word, phoneme, sound

**Slovak American Literature:  
Imagological reading of Thomas Bell's  
*Out of This Furnace***

**Anton Pokrivčák**

University of Trnava, Slovakia

**Abstract:** With multicultural, postcolonial or decolonial approaches, the late 20<sup>th</sup> century saw increasing tendency to see literature as part of cultural and political identity struggles. While in Europe identity has traditionally been understood mostly in national terms, as a result of a long existence of individual nation states made up largely of ethnically homogeneous people living in one institutionally organised arrangement defined by common language, history and culture, in American literature it has meant the necessity for ethnically and culturally divergent parts of society to find ways how to exist in one political and cultural whole. The paper will discuss how this originally European concept evolved in American literary and cultural studies, with special regard to the work of some ethnic literatures, especially that of Slovak American literature.

Although Slovak Americans are considered the second largest Slavic minority in the USA, their literature and culture have not been given almost any critical attention, either in their “old” home, Slovakia, or in the country they adopted to be their new homeland, the USA. Even though in cultural, artistic, philosophical or scientific fields one can identify several significant Americans with Slovak roots (Andy Warhol, Michael Novak, etc.), in the field of literature proper it would be difficult to find a personality with a national appeal. However, one of the writers who should not be excluded from such larger, national context, is Thomas Bell, the author of “the

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novel of immigrant labor” *Out of This Furnace*, which tells a story of three generations of Slovak immigrants into the USA. The novel is interesting not only from the aspect of the characters’ acquisition of the American identity but also because of its portrayals of national and ethnic stereotypes. These portrayals will be approached through the concept of *imagology*, i.e. a non-traditionalist and non-essentialist approach to identity studies that emerged and came to prominence in the late 20<sup>th</sup> century.

**Keywords:** imagology, comparative literature, national literatures, ethnic stereotypes, topos

## **Development of foreign language phonemic awareness of primary learners with dyslexia and dysgraphia**

**Silvia Pokrivčáková**

University of Trnava, Slovakia

**Abstract:** The basic reason for learning difficulties of dyslectic and dysgraphic learners is an insufficiently developed phonological and phonemic awareness. Phonemic awareness is understood here as learner's skill to receive and comprehend individual phonemes, as well as the skill to manipulate with them. In addition, it helps the learner connect phonemes with their graphic forms (letters). The paper presents the critical summary of teaching techniques and tools, tested in both research and teaching practice, which may help dyslectic and dysgraphic learners when training reading and writing English texts and which are at the same time attractive and beneficial enough for intact learners. Therefore, they help the teachers of primary English to deal with the complex management of the inclusive classroom.

**Keywords:** learning difficulties, dyslexia, dysgraphia, phonological awareness, phonemic awareness, phonics

## Using AI-powered tools in training non-native teachers of English

**Silvia Pokrivčáková**

University of Trnava, Slovakia

**Abstract:** Artificial intelligence (AI) has been entering nearly all aspects of human lives. The paper introduces several AI-powered tools that are interesting for both linguists and language teachers. AI in connection with natural language processing (NLP) leads to more detailed descriptions of natural languages, creating more detailed language corpora, as well as to better understanding of the processes occurring in the human brain when communicating. The new knowledge is used in computational linguistics when designing new computer languages, machine translating and improving human-machine communication based on *speech recognition*, *speech synthesis*, etc. The paper focuses on the potential and possible effects of applying AI-powered tools into foreign language education and non-native teachers training.

The paper introduces partial results of the project KEGA 001TTU-4/2019 “University training of non-native teachers of foreign languages in national and international contexts“.

**Keywords:** language learning, artificial intelligence, natural language processing, adaptive learning, machine learning.

## **A corpus based study of ‘Dharma’ in the translated English version of the Sanskrit text Yajnavalkyasmṛiti**

**Navreet Kaur Rana**

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**Abstract:** This paper reports a corpus linguistic study of the English translation of the Sanskrit text Yajnavalkya smṛiti. The corpus is adapted from an edited version of the scripture translated into English by Rai Bahadur Srisa Chandra Vidyarnava with commentary and notes (1918) and (2010). Drawing on Biber (2014) this paper attempts to look into the pattern of language use particularly with reference to the word *Dharma* in the translated text. This text has been used for reference in legal discourses and courts in modern day India. The aim of this research is to evaluate the translation of the term *Dharma* from a classical language to a modern language in order to establish the meaning and connotations of the word *Dharma*.

The methodological tools include AntConc, the corpus analyser tool. The Part-of-Speech annotation of the text has revealed that *Dharma* has been used in the translated text as a Noun or as a Noun Phrase (NN and NP) 23 times. (Fig 1 and Fig 2) The realm of discourse of the word *Dharma* with the help of collocates and other analytical findings like colligation and semantic prosody has revealed that the term *Dharma* is used in different contexts in the ancient text. It is used in the context of religion and it is also used in place of law. *Dharma* can be a process, it can refer to a code of conduct, or an approach towards existence and survival. These findings of this corpus based research provide evidence for the interpretation and understanding of *Dharma* in the ancient text of

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Yajnavalkyasmṛiti and gives credibility to the use of the term in legal discourses.

The paper also discusses the problems of converting an ancient text saved electronically in translated version within the purview of corpus linguistics for research.

**Keywords:** Yajnavalkyasmṛiti; corpus; collocates; semantic prosody; *dharma*

**A conspicuous pragmatic scope to influence teaching  
legal English to Algerian students:  
The case of legal English students  
at the Faculty of Law, University of Oran 2**

**Younes Saaid & Mimouna Zitouni**

University of Oran 2, Algeria

**Abstract:** Being able to use English in a proficient manner has undoubtedly become an essential asset in Algerian professional and academic settings over the last few years. Recent contingency for a better future for graduate and undergraduate Algerian students has generated willingness to acquire the needful skills to be ready to compete at the national and international market levels. In the case of Legal English, the development of vocabulary, reading, writing, speaking and listening skills requires the refitting and remodeling of the teaching approaches and practices to act in response to the students' present and future needs and expectations. Accordingly, teaching legal language should cover and infiltrate the study of specialized countenance in conjunction with scrupulous syntax of legal English which portrays long and complex sentences and syntactic discontinuities. Moreover, due to the fact that legal English is used in real professional settings, its pragmatic dimension is predominantly crucial. This research work spotlights the manner in which the pragmatic peculiar features of legal English could be taught to Algerian law students.

**Keywords:** legal English, context, student needs, form and function



## Teaching systems in the teaching of literature

**Jakov Sablić**

Josip Juraj Strossmayer University of Osijek, Croatia

**Abstract:** This paper shows a theoretical review of all teaching systems with its characteristics in the teaching process. Firstly, the teaching systems are conceptually determined together with the criteria that need to be taken into consideration when choosing a specific teaching system. It is also explored how methodological literature gives an insight into teaching systems and whose application is mostly recommended in the contemporary methodological articles published in different methodological magazines. Secondly, it is examined how many and which magazines are really present in practical work by observing classes in primary and high schools. Based on the analysis of both theoretical and practical observation, specific improvements and suggestions are made, and all the advantages and disadvantages of observed teaching systems are analyzed.

**Keywords:** teaching systems, methodological literature, contemporary methodological articles, practical work

## **African American rap culture as a metamorphosis of orality in Black Literature**

**Aminu Segun**

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

## **A significant role of CLIL tasks in cognition development**

**Michaela Sepešiová**

University of Prešov, Slovakia

**Abstract:** It is important to accentuate that CLIL is not a way of simplifying transferred knowledge or replicate information that learners already know. When applying CLIL, teachers should really incorporate appropriate language as well as cognitively challenging tasks. The criteria that need to be considered while creating CLIL materials and designing tasks are the focal matter. Only stimulating, inspiring and thought-provoking tasks lead the way to achievable learning outcomes. The nature of CLIL offers an opportunity for integrating not just dually focused objectives, but also the multiple objectives. It means that 4Cs model should be understood as an interrelation of knowledge, communication, culture and predominantly cognition. Our research is based on a combination of qualitative and quantitative data showing that CLIL tasks have been often oriented only on language. The results correspond to the overall aim to demonstrate an importance of cognition in CLIL educational context and to raise an awareness of tasks designing while planning.

**Keywords:** applying CLIL, learning outcomes, knowledge and language, cognition, task design

## On usage specifications in dictionaries for learners of English: Cambridge Idioms Dictionary and Oxford Idioms Dictionary in Focus

Anna Stachurska

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**Abstract:** It is beyond any doubt that the information provided by dictionary definitions should indicate that language use depends on the pragmatic situation of discourse as well as the social relation between speaker and hearer. In order to achieve this goal dictionaries frequently employ special conventions. But at the same time it seems particularly important, from the perspective of a language learner, that the manner of adopting different conventions should not be too complicated. The knowledge of the difference between semantics and pragmatic meaning, especially when the dictionary user comes from different culture seems to be also of prime importance. When consulting dictionaries, the advanced foreign learner needs clear instruction in formal language use as well as the usage that is not informal in order to avoid the wrong style – choice consequences (here understood as miscommunication and /or misunderstanding).

The present paper focuses on the question of how usage is marked within two most representative idioms dictionaries, namely *Oxford Idioms Dictionary* and *Cambridge Idioms Dictionary*. Additionally, it sets the number of reasons why this area may be problematic for students of English.

**Keywords:** usage labels, lexicography, idioms dictionaries, diasystematic information, idiom.

## **Content-based teaching and plurilingual approach: how deep & how far?**

**Zuzana Straková**

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**Abstract:** Content-based approach aims at connecting learning languages and meaningful context. Experience from integrating content and language from the Catalan and Basque educational context provides an interesting example how bridging language and content does not necessarily end with including one additional language. The idea of building plurilingual experience within CLIL approach seems to be beneficial for the learners, however, the readiness of teacher to include more than one additional language seems to be questionable in other than plurilingual social environment. This paper presents the results of a questionnaire survey focused on the attitudes of teacher trainees in their final year of training, which demonstrate that trainees' vision of how far they can go in implementation of more than one additional language in their teaching is rather blur. The results raise quite a few questions and imperatives for the content of teacher training programmes as well as for the organisation of language education in general.

## Experimentation of teaching fundamental concepts of Roman law in contemporary law education

Öğretim Üyesi Elvan Sütken

Anadolu University, Turkey

**Abstract:** Roman law, which is the most influential law of ancient times, has great importance also today in law education for the perfection of law formation. In Roman law lessons, evolution of Roman law institutions are described by giving information about the cultural, and political circumstances of that time. In our time, law makers still intellectualize and try to solve many legal cases according to Roman way of thinking. Many jurists transfer the skills of Roman jurists for solving legal disputes especially in the field of law of contracts. Therefore, it is obvious that fundamental concepts and principles of Roman law are also effectual today which makes it a well accepted discipline for ages in law education in many law faculties of Turkey and Europe. While teaching Roman law, it is emphasized that, especially in private law, the contracts belonging to Roman law of obligations had been the basis of many contracts in contemporary law. Some of the fundamental concepts that are both studied in Roman law and also in contemporary law are; “ownership (*dominium*)”, “possession (*possessio*)”, “obligation (*obligatio*)”, “creditor (*creditor*)”, “debtor (*debitor*)”, “contract (*contractus*)”, “to give (*dare*)”, “to do (*facere*)”, “not to do (*non facere*)”, “real contracts (*re contrahitur*)”, “verbal contracts (*verbis contrahitur*)”, “written contracts (*litteris contrahitur*)”, “consensual contracts (*consensu contrahitur*)”, “contract of sale (*emptio venditio*)”, “contract of partnership (*societas*)”, “custodian contract (*depositum*)”, “contract of pledge (*pignus*)”, “contract of loan for use (*commodatum*)”, verbal contract (*stipulatio*), “contract of loan for money (*mutuum*)”, “*locatio*

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*conductio*”, “contract of agency (*mandatum*)”, “personal action (*actio in personam*)”, “the subject of obligations (*praestare*)” and “torts (*delictum*)”. During Roman Law lessons, as to lay emphasis on the usage of those fundamental concepts and for the contribution of law formation; students are also obliged to learn their correspondings in Latin.

**Keywords:** law, Roman law, contemporary law, fundamental concepts of law, law systems, teaching law, basis of law, formation of law.

## **Czech Journalism in the Context of the Political and Cultural Complexities**

**Lenka Tkáč-Zabáková**

University of Constantine the Philosopher in Nitra, Slovakia

**Abstract:** The study is devoted to the journalism and its genesis in the Czech cultural and language environment. The importance is laid on the socio-political changes in the Central European cultural-geographical region, which affected the evolution of traditional media in Bohemia. Further historiographical, linguistic, cultural and social anthropological knowledges help to create a complex picture of the subject concerning the importance, function and other characteristics of local print media. The contribution offers an overview of the past and current publishing activities. The attention is drawn particularly to the specific periods of the 20th century and 21<sup>st</sup> century when interdependence between the dynamics of social-political and cultural realia and the nature of news style seems to reach its climax.

**Keywords:** Czech language, Czech journalism, language culture, political and cultural determination, journalism, Central European context



## Teaching the Suprasegmental Features to the EFL Learners

**Hana Vancova**

Trnava University in Trnava, Slovakia

**Abstract:** The previous research on suprasegmental features has shown, that stress, intonation and the overall rhythmicity of speech have an impact on the overall comprehensibility of spoken texts by the native speakers of English. The EFL teachers should be aware of the importance of the suprasegmental features. In addition, they should be able to structure their English lessons to allow their students to master these pronunciation features, that are used effectively predominantly by the more advanced EFL learners. The aim of the contribution is to provide a review of the recent studies on pronunciation teaching dealing with the suprasegmental features of English.

This contribution presents partial results of the project KEGA 001TTU-4/2019 Higher education of non-native teachers of foreign languages in national and international contexts needs of non-native teachers of foreign languages in international research context.

**Keywords:** pronunciation, suprasegmental features, EFL, teaching, stress, intonation, rhythm

## **Naïve narrator: An effective means in humour creating**

**Jana Waldnerová**

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**Abstract:** The paper focuses on literary humour and one method of its creating, which is by incorporation of the naïvenarrator. The impact of such strategy is crucial as the narration can be easily shifted from a serious to light, even comical mood. In the beginning, the text introduces humour and the notion of the narrator with some contemporary theories of humour and historical approaches to the narrator, which leads to the definition of thenaïvenarrator. The aforementioned kind of narrator is represented by examples from the selected works of P. G. Wodehouse (Sam the Sudden, Leave it to Jeeves) and Winston Groom (Forrest Gump). The examples show two different kinds of the naïvenarrator and their ironical and satirical effects on the text. The mechanism of irony is explained as well.

## Moment as an Eternity in Woolf's "Waves"

Natia Zoidze

Georgia

**Abstract:** It is regarded that "Waves" is the most experimental novel of Virginia Woolf. The novel is unique with its unconventional structure and chapterless narration, however, my paper aims to research the issue of time in 'Waves'. It is not surprising that modernism brought about the new understanding of time, it attempted to demolish the preciseness of the clock and put forward a more generalized notion of it. The title of the novel is a presentation of what is displayed through it. A Wave is a part of a bigger unity, which is either the ocean or the sea. The waves have their own intensity but often after the rifts and their own triumphs they disappear and join their beginning as it is in "In my beginning is my end". Playing down this idea Woolf presents seven heroes who are the representation of seven particular being / "dasein" in the sea of human beings/ "sein". Contrary to other Woolf's novels, time in this novel is not of a purely psychological nature. Instead, it suggests eternally present time and distinguishes between ones being and being in general (Sein VS Dasein). Keeping this in mind, the novel never ends and never begins. The heroes see themselves as the parts of the unity, parts of the past and present at the same time. Through the novel they struggle to define themselves with one "being", as they say, that they do not have particular being, they are not one thing but "complex and many". At the end of my paper, I will also underline the importance of focal point of the novel, in which Woolf narrates the scene in which all the characters are wrapped and make up one single unity, the perspective of eternity. Key words: ETERNITY, SEIN, DASEIN, BEING, TIME

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